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ABSTRACT

This curriculum guide suggests materials, resources, and activities related to social studies knowledge and skill development for grades 4-6. Third grade activities are also included to inform intermediate teachers what has been previously taught. Part of a series of social studies program guides designed to be used in the Spokane public schools for grades K-12, this component outlines lessons on all social science disciplines, with particular emphasis on psychology, economics, geography; social studies skills; and decision making. The major objective of the curriculum is to help students become responsible citizens. Topics at the intermediate level include the dignity of work, identification of personal talents, basic needs, differences between fact and opinion, access to opportunity, community well-being, land use, natural and man-made boundaries, peer groups, and limited resources. A description of the subject area and a chart of sequential skills begin each section, followed by an outline of activities, resources, and objectives pertinent to each grade level. Learning activities involve students in library work; making logical estimates on the basis of available information; note taking, paraphrasing written materials; drawing historical timelines; interpreting numerical symbols; keeping a checking account; and writing a one-page biography of an important historical figure. A directory of program materials by grade level and evaluation information conclude the document. (Author/DB)

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SOCIAL STUDIES

PROGRAM GUIDE

3-6, INTERMEDIATE GRADES

This Social Studies Program Guide has been reviewed by the Board of Directors of the Spokane Public Schools, District 81, and is approved for implementation within the schools of the District.

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SP 010 595

Program Development
June, 1977

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ACKNOWLEDGMENTS

This Social Studies Program Guide has been developed under the authorization of Dr. Walter A. Hitchcock, Superintendent of Schools, and the Cabinet which is advisory to him. The Guide represents the consensus and the efforts of those signed below and is in conformity with the goals and objectives adopted by the Board of Directors and the alternatives selected for implementation.

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FOREWORD

The Social Studies is one way to justify every other course in the curriculum. Its subject matter discusses and provides the REALITY which necessitates all other curriculum areas. It can and should provide the motivating force behind reading, writing, mathematics, science, recreation (art and music) and the like. Without a social setting, those "subjects" are meaningless. The interest factor, beyond the challenge of skill development is directly proportional to the social issues and needs brought to bear on each "subject." Individual needs, while important, have a social setting. For example... in literature, or more story telling, one does not merely read words, beyond being entertained, one reads a social context, a social meaning, a social message. The importance of numbers lies in economics, vote count, geographical measurement of distance, keeping track of resource production and consumption, etc., not in numbers for the sake of numbers... and so on. Social Studies is the reality upon which a school curriculum should be built.

Social Studies is not a separate and independent discipline. It is not a well defined body of knowledge or content with limited and limiting boundaries, but is the SOURCE and the RETURN of all other disciplines. Social Studies is not a single, unique process. It amalgamates processes to achieve wise choices and responsible action. Social Studies is, instead, a frame of reference which draws from and feeds back into. It pervades and permeates all other disciplines. It is a study of relationships -- all relationships indirectly, but especially those relationships which involve the human person or groups of persons acting, reacting or interacting in self, mutual or collective interest. Social Studies is an attempt to integrate, to pull together the diverse and frequently conflicting elements of those relationships to achieve some sort of meaningful whole and thereby provide direction and purpose to the activities and lives of people.

HOW TO USE THIS GUIDE

This guide is arranged in such a way that there are four columns within the guide. Those items listed in the first or far left-hand column are the activities and resources pertinent to the third grade level (column marked 3). Fourth grade activities and resources are found in the second column (marked 4), Fifth grade activities and resources are found in the third column (marked 5), and sixth grade activities and resources are found in the far right-hand column (marked 6). Third grade activities are included in this guide so that intermediate teachers will know what has been previously studied.

Within each section of this guide or subdiscipline of the social studies (divided by the colored paper), goals are numbered consecutively beginning with one (1) in each section. The goals will be found boxed-in, generally immediately after a heavy solid line. Each goal then has been broken into its component parts. Level of difficulty has been appraised and assigned to a given grade level. This has resulted in the specific learning activities found in the grade level columns of this guide.

A broken line separates the activities or grade level learning goals from the resources available which provide an opportunity to get involved in those activities to achieve grade level goals and eventually the boxed-in competency.

Each numbered goal (boxed-in) is slated for realization in the junior high school, most often the 9th grade level. They are included in this guide so that teachers at a given grade level will know what their effort and what student learning efforts are intended to lead to and why the things students are scheduled to learn at a given level are included at that level.

It may be useful for teachers to cross reference this guide with the Holt Rinehart and Winston (HRW) or Houghton Mifflin (HM) Teacher's Guides by indicating in their copy of those guides, the goals in this guide to which a given lesson or page applies. This will help keep a focus on the aims of Social Studies Education in District 81 and assist in goal-based instruction.

INTENDED USE OF AUXILIARY MATERIALS

Because of the need to provide maps and supplementary materials in the area of the Social Studies, the cost of implementing and maintaining the Social Studies Program is more expensive than costs might be in other areas of the District program. Consequently, the committee has recommended that certain components of the Social Studies Program be adopted as nonconsumable.

Student activity books and the testing materials have been purchased as classroom sets for each teacher, and will be NONRENEWABLE. Answer sheets have been provided by Houghton Mifflin and Silver Burdett with permission (in writing) to copy for classroom use. It is important for all concerned to realize that workbooks and test booklets should not be written in or marked up in any way because they are intended for five year use.

INTRODUCTION

This guide is the consequence of an attempt to arrive at a Social Studies Scope and Sequence, a program of study from the various disciplines and subdisciplines of the Social Sciences, for the Spokane Public Schools, District 81. The goal and their components identified are intended to represent the minimum ideal consistent District program as the members of the Social Studies Review Committee believe that program should be.

The committee and its four task forces have been composed of practicing teachers and principals within the District. The committee members have made a consistent, conscientious and documentable effort to be aware of trends in Social Studies education, and more importantly, of the thinking of their colleagues within the District. Finally, representatives of District patrons and the Spokane community at large, have participated both directly and indirectly in the deliberations of the committee. It is believed that every opportunity to participate in committee deliberations has been provided to the extent possible within the constraints of efficiency and time available. Thus it is felt that the identified competencies represent as broad a range of thinking as possible.

The Goals and Objectives identified and sequenced within this guide are stated as competencies or skills. Skills derive from and are the function of knowledge and understanding. Attitudes and values determine the degree to which skills will be used by the individual learner. But the competency, the ability to do, to use knowledge appropriately and effectively has been judged central to the needs of the learner and consequently to the efforts of Social Studies instruction and program. It should also be noted that the competencies have been stated in learner or student performance terms. The means of judging achievement of the skill is contained within the statement of the competency goal or objective.

The committee is confident that most of the identified competency goals listed within this guide are already being addressed and accomplished at the levels specified within many or most, it not all, of the classrooms of the District. These goal statements simply have not previously been systematically articulated or consistently administered throughout the entire District program. Thus the goals, as stated, are an attempt to organize, systematize and to some extent to standardize (at least minimally) the District program.

These identified competency goals and objectives represent the interest and scope of the Social Studies. Some of the goal statements may overlap or be shared with other disciplines. If a goal fell within the interest or scope of the Social Studies, in the opinion of the members of the committee, it was included. However, it is realized that the actual teaching, or opportunity to learn, may indeed occur in some area other than the Social Studies. This is particularly true of the basic competencies and at the elementary school level. In the opinion of the members of the Social Studies Committee, it is not as important where a competency is taught/learned or stressed as it is that the competency is taught/learned or stressed.

The competency statements (goals and objectives) listed in this document represent ideals against which to measure materials to be reviewed, selected, recommended and adopted. These will serve as objectives against which to measure the implemented District Social Studies program.

The inclusion of all goals, the specific wording, and the sequencing of each goal represents the consensus, the unanimous agreement, of each and every member of the task forces working on their specific grade level tasks. Each task force accepted the judgment of the previous task force concerning the potential achievement of students at that level and proceeded to develop upon that judgment. In the few cases where doubt existed or where mastery was not identified or achieved, the skill was reintroduced or reviewed. It does need to be noted that there are some Social Studies skills in which mastery is doubtful even as adults, however, that does not diminish the importance of the goal or of working toward such mastery.

Certain words or terms occur consistently throughout this guide. It is important that these terms be understood with the meaning with which the members of the committee intended to use them in this context.

Within the body of this guide, competencies are identified as basic, required, or elective.

COMPETENCY means skill, performance or behavior. In the early part of our deliberations much discussion and debate arose as to whether a particular goal statement was a goal statement or an objective. With the decision to work in the realm of competency such argument ceased. This decision also allowed us, as a committee, to build evaluation potential into the competency statement from the beginning. The terms "know," "understand," and "value" have been avoided except in a few instances in which a skill is not desirable. We believe knowledge is important but in American society it is the CAN DO that is valued and respected. With a competency statement or goal, there is no need to ask how we will know the student has accomplished the goal or object--the learner can do or the learner cannot do.

BASIC identifies a particular skill as coping or "survival" skill. Competencies listed in this category are thought to be essential to effective functioning as a human being and/or as a citizen of American society. Most basic competencies are identified for mastery at or by the 9th grade level of maturity and readiness. If the skill cannot be performed at that level, remedial courses should be provided to insure the opportunity to learn to cope effectively and to survive independently within the community.

REQUIRED identifies skills that approach adult levels of maturity. They require some sophistication. They build upon the basic skills. If basic skills are intended to give students the opportunity to learn to survive, to live, the competencies identified as required are intended to give students the opportunity to learn to live better, or to live well. The opportunity to learn required competencies will be provided at the senior high school level in the Social Studies courses required for graduation.

ELECTIVE identifies competency goals provided for those students who may have special interest and/or ability in a given area. The opportunity to acquire these competencies will be offered at the high school level in one or both of two ways -- as an extension of minimal coverage in required courses, depending upon both teacher and student interest and/or abilities, or in special elective courses. In cases where these elective courses now exist, the competencies are fairly specific and well articulated. In cases in which elective courses do not now exist, the competencies identified are intended to be an indication of what such an elective might include. Identification of elective competencies is intended to leave the curriculum, or the District program open-ended for the future development of courses as the need for them may be articulated by students, teachers, and the Spokane community or the nation at large.

Only basic skills are broken into component parts and sequenced according to level of maturity and readiness. Required and elective skills presume basic competency and build upon it. In the sequencing of basic competencies certain terms consistently reoccur and may need some explanation.

INTRODUCE means that the skill is addressed as a knowledge concept or understanding, or as a component skill at the level of readiness or maturity appropriate to the level at which it is first addressed.

REINTRODUCE means that concepts, understandings, etc., are addressed again at a level of greater conceptualization or abstraction. It is the feature of reintroduction that provides for a spiral, rather than a strictly linear development of the District program.

REVIEW, REINFORCE AND EXPAND are terms that are generally used together. For the most part their meaning is consistent with common usage. The concern of the committee at this point has been that the matter be addressed at the grade level specified.

MASTERY is the key term in this report. Mastery means that the skill or competency identified is available to the student for use in appropriate situations. The student CAN DO. The student CAN perform the skill identified efficiently and in a reasonable amount of time. The skills as written are intended to be "can" or "cannot do" skills. It is not intended to be concerned about degrees or gray areas, nor is it intended that students will, in fact, use the skills learned in every appropriate situation. Except to demonstrate possession or acquisition of the skill, it is intended only that the skill be available to the student. In general, except for the 9th grade or the year of mastery, no skill or component is expected to be introduced and mastered in the same year. In most cases, at least a three-year program is provided. Only basic skills and competencies have been identified for mastery because of the nine-year sequence. At the required and elective levels, courses may vary between four and a half months and nine months. Consequently, mastery will vary to a large extent upon student and teacher interest, emphasis, and ability. The identification and listing of such advanced competencies is intended to insure opportunity to learn rather than mastery.

This guide defines the scope of the Social Studies in terms of the disciplines of the social sciences. These disciplines have been identified and to some extent in this report written in an order of priority. Those disciplines listed first tend to be those most important throughout the entire program. Emphasis will tend to shift toward those disciplines listed last as students progress from the primary grades to graduation. In general, it is anticipated that those disciplines listed one through four will be emphasized at the elementary levels, four through six at the junior high levels and six through eight at the senior high levels. The discipline areas have been identified as follows:

1. Self Concept/Phychology
2. Social Studies Skills
3. Judgment Criteria
4. Economics
5. Geography/Environment
6. Political Science/Government (rules & conduct--rights & responsibilities)
7. Sociology/Anthropology
8. History/Culture/Heritage

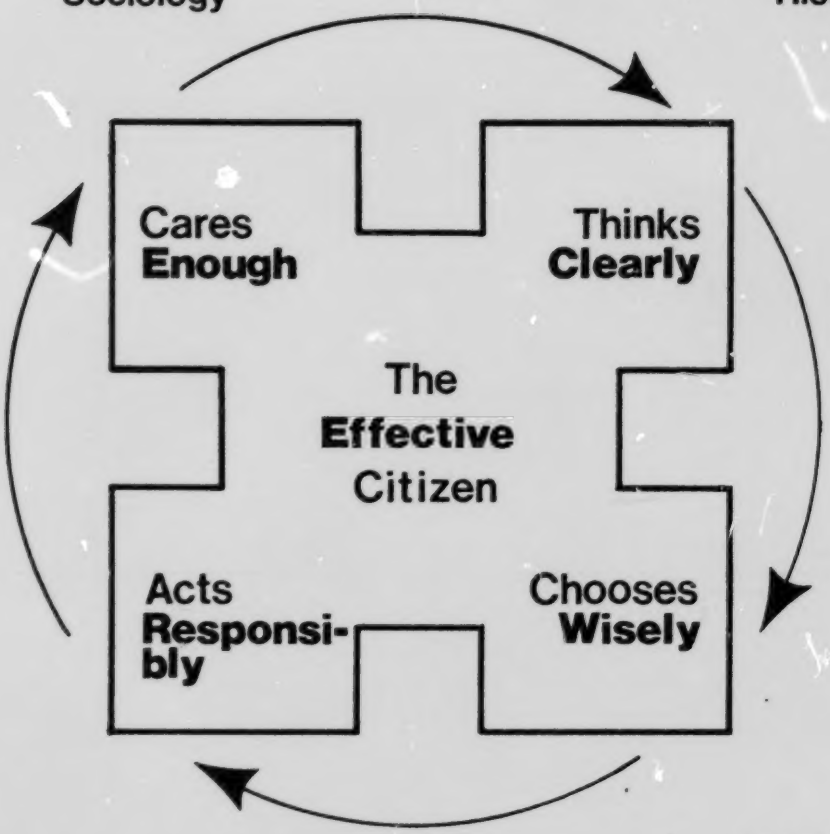
Two areas have been considered, but not identified as separate disciplines. Current Events and Career Education have been sequenced within the specific competencies when appropriate to the competency and at the appropriate levels of readiness and maturity.

This guide intends to refocus the aim or emphasis of the Social Studies program. There is a shift of concern from knowledge, conceptual and/or academic pursuit to skill and competency achievement. This shift rests upon an underlying conviction or philosophy that the central or core purpose of education in general and of the Social Studies in particular is the development of an effective citizen, that is, a person who is informed, a person who cares enough about himself and society and who is able to think clearly, choose wisely, and act responsibly.

THE SOCIAL STUDIES SCOPE

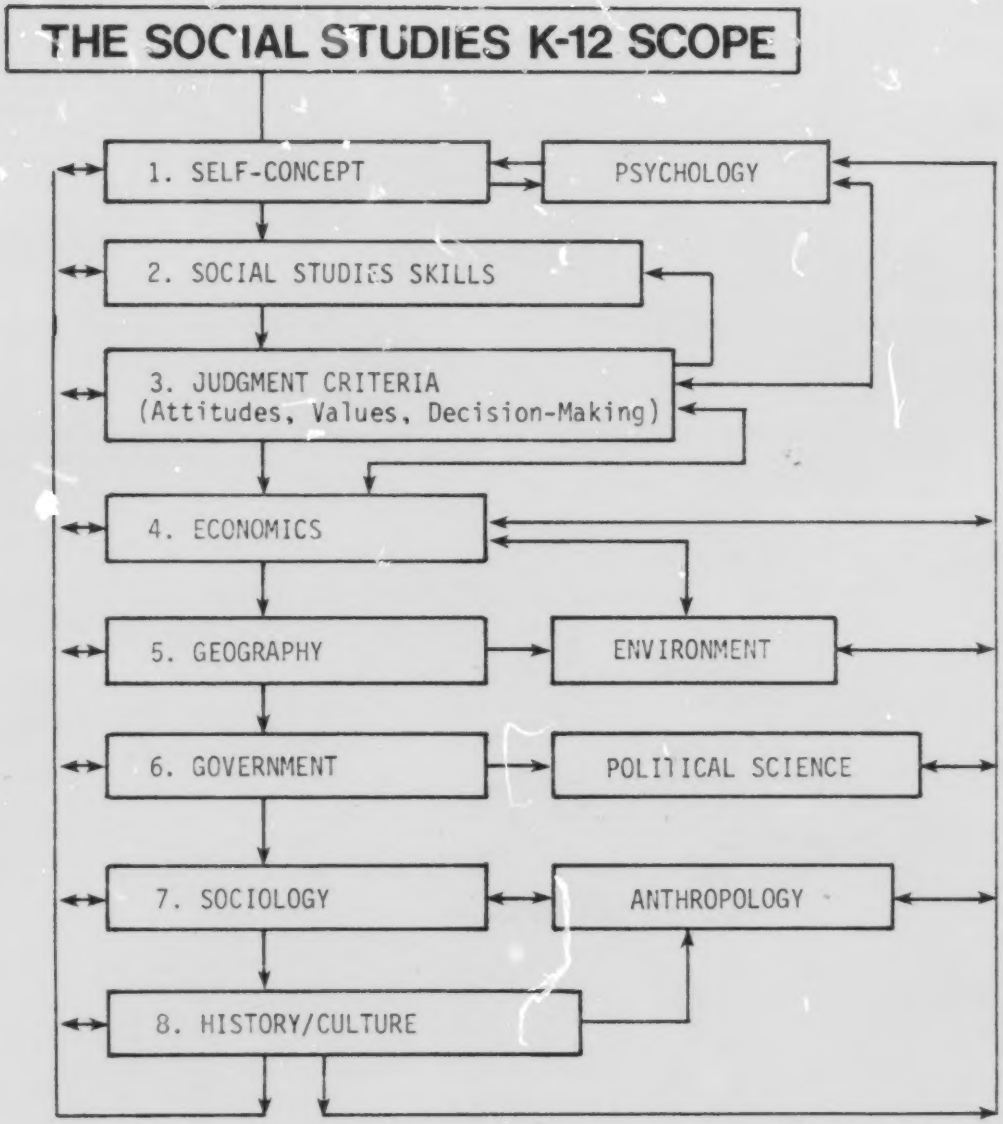
Self-Concept / Psychology
Sociology

Social Studies Skills
History / Culture



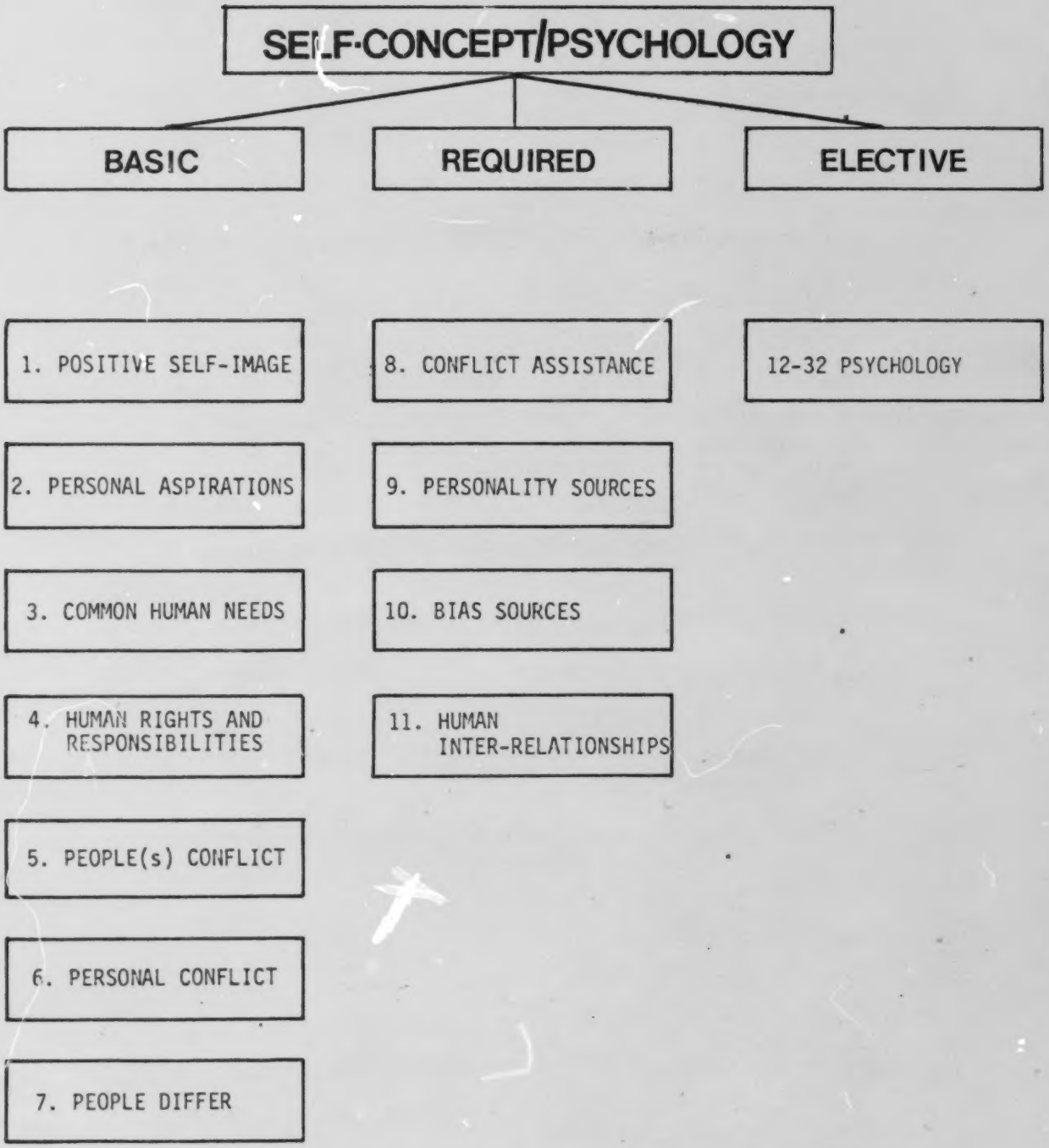
Economics
Geography / Environment
Political Science / Government

Judgment Criteria



The divisions represented by this scope are artificial to a large extent. This is particularly true below the 9th grade. In general, the areas are interdependent, as the sequence will show. This chart is not intended to represent any priority. It is anticipated that all areas will be learned to some extent at each grade level.

THE PRIMARY (3-6) SOCIAL STUDIES GUIDE


SELF-CONCEPT/PSYCHOLOGY
BASIC
REQUIRED
ELECTIVE
1. POSITIVE SELF-IMAGE
2. PERSONAL ASPIRATIONS
3. COMMON HUMAN NEEDS
4. HUMAN RIGHTS AND RESPONSIBILITIES
5. PEOPLE(s) CONFLICT
6. PERSONAL CONFLICT
7. PEOPLE DIFFER
8. CONFLICT ASSISTANCE
9. PERSONALITY SOURCES
10. BIAS SOURCES
11. HUMAN INTER-RELATIONSHIPS
12-32 PSYCHOLOGY

SELF CONCEPT/PSYCHOLOGY

The attempt to build a positive or worthy self concept is synonymous with teaching. The process of achieving a self concept is synonymous with learning. The growth and "acceptance" of a self as a worthy person is, however, a life-long process. It begins at home and it is significantly influenced throughout the years of formal education, particularly in the early years of the educational process. For the most part, the building and achieving a self concept has been a part of the hidden agenda of the educational system.

The importance of positive or worthy self concept cannot be overstated. Without self respect and self acceptance, respect for and acceptance of others simply is not possible -- one cannot give what one does not have. Many or most, if not all, school discipline problems and adverse attitudes arise from negative experiences within a school setting with self image at the center of the problem. An understanding of the dynamics of self concept in the process of learning and of teaching is important for both teacher AND LEARNER. The achievement of self concept rests ultimately on the foundation or corner stone of what the individual can do, or what the individual can become. This is especially true in a school setting. The main shift these goals represent is a shift in focus from what "I am," from what "I cannot do," and from what "I cannot learn" to what "I am becoming," and to what "I am learning to do." The goals are based on a "can do" or skill achievement and the process of achieving.

The achievement of positive self concept is a shared responsibility. It is shared with all other areas of the school curriculum. These goals in this area are a recognition of the responsibility and the duty of the Social Studies to participate in the process. These goals are an attempt to bring efforts at achieving a positive self concept to a conscious and deliberate level of understanding within learners so that they cannot only understand self development (becoming), but also they can be aware of their influence on the development (the becoming) of others.

10	3	4	5	6

1. Students will be able to describe the concept of positive self image in terms of national, ethnic, and familial heritage, sex, and the skill, talents, interests and/or aspirations of the individual. (Positive self identification is taken to mean acceptance or pride, rather than depreciation or downgrading of self.)

Review, reinforce and expand: "Why am I important?" "Why are others important?" "What makes people important?"	Review, reinforce and expand K-3. Introduce: The dignity and contribution of "work."	Review, reinforce and expand K-4.	Review, reinforce and expand K-5. Introduce: Identification of "career" exploration as a part of aspiration.
Identification of: What I like. What I like to do.	Introduce: Identification of self talents, skills and interests.		
City helpers as resource persons.	Introduce: Work and aspirations.		

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, Unit I: Lessons 2 and 4. Unit VI: Lessons 1, 5 & 6. See also pages: 22-23; 48-49; 109; 121-124; 158-161; 170-171; 192-198; and 216-221.	Houghton Mifflin, Unit III: Lessons 4, 8, & 11. Unit 1, Lesson 4.	Houghton Mifflin, Unit III: All lessons. See also pages: 190-215; 415-417.

TEACHER NOTES AND RESOURCES:

2. Students will be able to identify alternative personal aspirations and to explain why those aspirations are important. Students will be able to distinguish between immediate (this class, tomorrow, etc.) aspirations (life, career, etc.).

A. Students will be able to identify values and goals that could influence individual decisions.
B. Students will be able to establish and select those intermediate objectives appropriate or needed to achieve those goals or aspirations attempted.
C. Students will be able to identify the knowledge or skills possessed and/or needed to achieve those selected goals, objectives or aspirations.
D. Students will be able to select realistic aspirations from alternatives and to explain the selected aspirations in terms of benefit to the student and/or society.

A.

See also Judgment Criteria

Not applicable below the 7th grade level of maturity and readiness except as coincident with other competency objectives in this guide.

B. Students will be able to select some immediate goals (immediate means one week).

Review and reinforce K-3.

Review and reinforce K-4.

Review and reinforce K-5.

At the 6th grade (and below) level of maturity and readiness, all goals and objectives are of an "immediate" nature. Thus, the enabling steps will be addressed only as the occasion or the need arises.

3	4	5	6
C. Not applicable.	Not applicable except on an incidental basis and with teacher guidance.	Introduce: Identification with teacher guidance of the knowledge and skills needed or possessed to achieve selected goals and/or objectives.	Review and reinforce grade 5 skills.
D			Not applicable below the 7th grade level of maturity except as coincident with goal No. 1 above.

RESOURCES

LEVEL 4 - PLANET EARTH

The text and artwork throughout this level expose the children to a variety of occupations. In a lesson on tools and technology, occupations are mentioned in terms of what tools are needed for various jobs (60-62). In a lesson on institutions that help people learn, a variety of training schools are listed and the functions of those kinds of schools are explored (74-75). In a section on institutions that make decisions, text, art and photos show men and women at work in various law-enforcement jobs (78-80). In defining goods and services, text and photos show men and women who perform service jobs (81-82). Lessons on space include mention of many jobs that keep the space program going as well as other occupations that make use of information gained from space exploration (313-320).

LEVEL 5 - THE UNITED STATES

Lesson 8 of Unit 3, "The Way We Learn" (119-122) is almost entirely concerned with career education. There are two case studies. The first of these deals with the career choices and opportunities for a farm boy in Colorado. The second takes up the story of a girl who is thinking of becoming an electrician like her father. The pictures on pages 118 and 122 show various kinds of education outside of school, some of which are career related.

LEVEL 6 - THE WAY PEOPLE LIVE

Exploration of career possibilities is implemented in a variety of ways at Level 6, in both student material and suggested strategies in the Teacher's Edition. For example: a suggestion that students explore careers involving animals (38); polling class members about the job interests and locating information about specific jobs (251); pictures of jobs based on computer technology (305-306); analyzing workers' feelings about their jobs (320-322); and speculating about jobs of the future (400).

TEACHER NOTES AND RESOURCES:

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3. Students will be able to identify and explain basic common human needs. Students will be able to illustrate in chart form three alternative ways in which people can provide for the satisfaction of these needs in a manner acceptable for the society or community in which the people live.

Review, reinforce and expand K-2 skills. (Basic human needs of food, shelter, clothing and the need to belong as common family needs.)

Re-introduce: Identification of food, shelter and a sense of belonging as common basic needs.

Expand to include a comparative "regional" (i.e., Spokane area) context (see also the geography competency series).

Review, reinforce and expand K-4 skills and knowledge.

Introduce: Security (safety) and self esteem as basic needs.

Review, reinforce and expand K-5 skills and knowledge.

3	4	5	6
	RESOURCES		
See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 20-23; 101-102; 144-145; 155-161; 191-198; 216-221; and 227-228. B.C.S. Washington the Natural Regions. See also Noble and Noble - Everyday Economics. Level 4	Houghton Mifflin, pages: 35-39. Level 5	Houghton Mifflin, pages: 190-200; 201-215; 415-417. New York Times filmstrip Economics in Our World. Level 6
TEACHER NOTES AND RESOURCES:			

4. Students will be able to explain how basic human rights and responsibilities arise out of common human needs (see also Self Concept Goal 3 above and Political Science Goal 1).

	Not applicable below the 6th grade level of readiness and maturity except as coordinated with goals indicated above.	Introduce (and coordinate with the indicated goals) the relationship between rights, responsibilities and needs.

RESOURCES

	Not applicable.	Coordinate the resources for the two goals identified.

TEACHER NOTES AND RESOURCES:

5. Students will be able to explain how conflicts may arise among people as they attempt to provide for the satisfaction of their needs and be able to show alternative ways such conflicts might be resolved.

	Not applicable below the 5th grade level of readiness and maturity.	Introduce: The concept of conflict. The concept of trade.	Review, reinforce 5th grade skills and knowledge.

RESOURCES

Not applicable.	Not applicable.	Houghton Mifflin, pages: 246-262; 315-331; 435-443. Culture differences: see pages 26-[illegible]8; 73-139; 184-197; 360-366. See also Noble and Noble - Level 5.	Houghton Mifflin, pages: 152-165; 185-187; 254-393; 406-411. Trade pages 300-341. New York Times filmstrip Economics in Our World. Everyday Economics: Level 6.

TEACHER NOTES AND RESOURCES:

6. The student will be able to list and explain alternative ways in which personal needs and conflicts can be resolved.

NOTE: This is recognized as an important competency. However, it is not sequenced in this context below the 6th grade level, except on the basis of the appropriate teachable moment. It is anticipated that this skill can be developed in the contexts of Self Concept Goal 5 above, Social Studies Skill Goal 10, Political Science Goal 9, and Judgment Criteria Goal 9.

RESOURCES

Resources do exist at the 6th grade level to address this goal directly on an optional basis. (Houghton Mifflin, pages: 190-200; 201-215 and 415-417.)

TEACHER NOTES AND RESOURCES:

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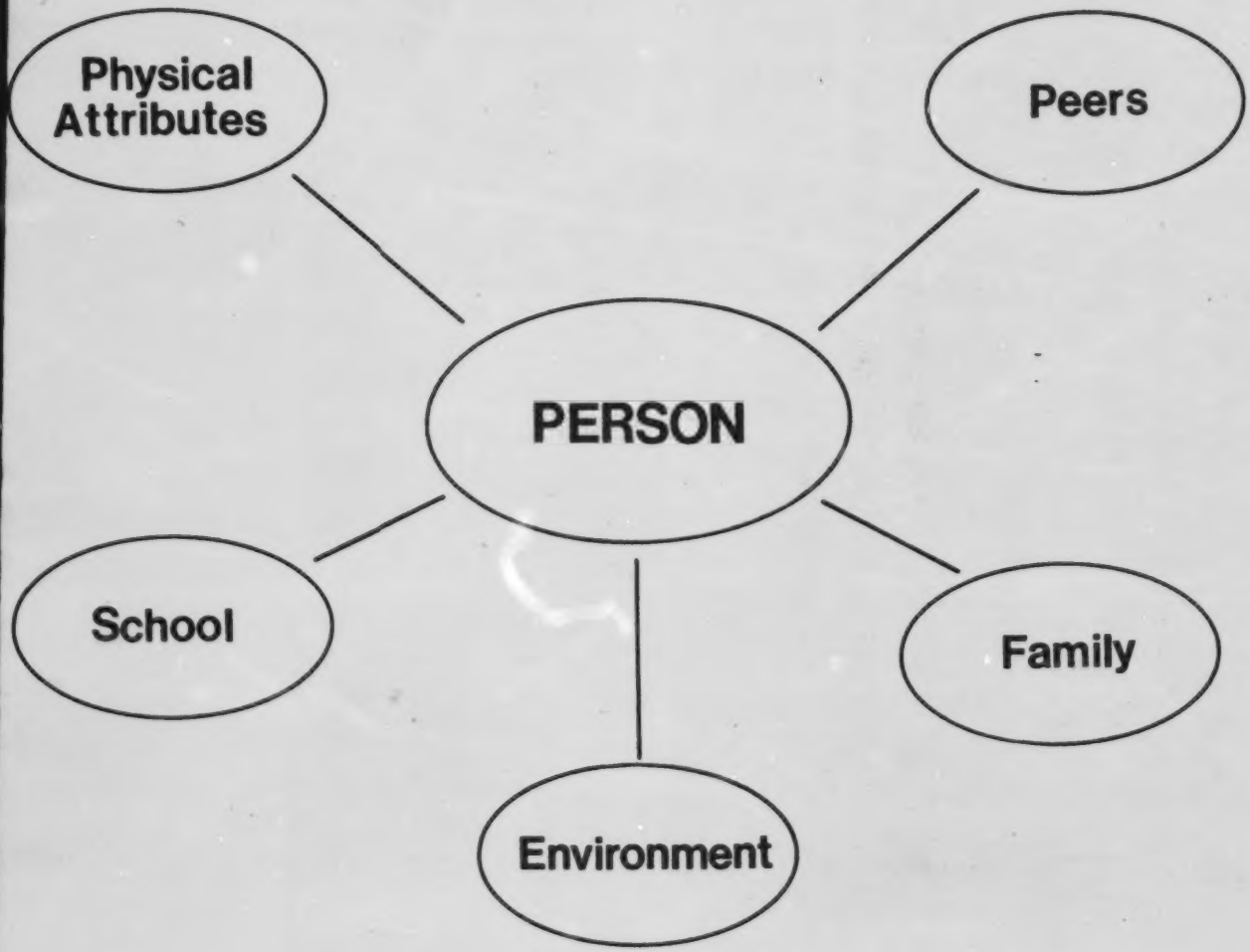
7. Students will be able to draw a diagram and to use that diagram to explain how and why people differ.


Physical Attributes
Peers
PERSON
School
Family
Environment

18	3	4	5	6
	Not applicable.	Introduce: From teacher's model (example provided above) students will be able to diagram and to explain how and why people differ.	Review, reinforce and expand 4th grade skill and knowledge.	MASTERY: Students will be able to reproduce a model similar to the above and to explain how and why people differ from that model.
		RESOURCES		
	Not applicable.	Houghton Mifflin, pages: 12-39; 21-95. Dependence upon national environment pages: 19-23; 100-104; 108-109; 144; 154-161; 189-198; 201-205; 216-232; 176-277.	Houghton Mifflin, pages: 34-39; 102-108; 118-122. Historical geographical and social settings pages: 14-16; 26-33; 88-92; 138-139; 188-197; 222-223; 231-232; 280-289; 298-313; 336-339; 379-381; 414-416; and 443.	Houghton Mifflin, pages: 137-147; 190-215; 217-249; and 430-440.

TEACHER NOTES AND RESOURCES:

SOCIAL STUDIES SKILLS

SOCIAL STUDIES SKILLS

BASIC

1. LISTENING SKILLS*
2. DISCUSSION SKILLS*
3. REPORTING SKILLS*
4. PROBLEM-SOLVING SKILLS
5. IDENTIFICATION and SELECTION SKILLS
6. DATA-GATHERING SKILLS
7. DATA-ORGANIZATION SKILLS*
8. CRITICAL THINKING SKILLS*
9. SYSTEMATIC DECISION-MAKING and PLANNING SKILLS
10. GROUP DECISION-MAKING*
11. SOCIAL INTERACTION SKILLS*

REQUIRED

12. DATA RELIABILITY
13. VALIDATION
14. NEW INFORMATION
15. PERSUASION
16. RELEVANCY
17. CENTRAL TENDENCY (AVERAGE)
18. CHARTS, GRAPHS, ETC.
19. DATA THROUGH PERCEPTION
20. ERROR IDENTIFICATION
21. EVALUATION OF DATA

NO ELECTIVES IDENTIFIED AS SEPARATE FROM OTHER SPECIFIC DISCIPLINES.

*Skills shared with other disciplines (e.g., Language Arts, Science, Math, etc.).

SOCIAL STUDIES SKILLS

The skills identified in this section are skills that are shared with many areas of the curriculum. In fact, the individual components of many of these skills may, and likely will be, taught in other subject matter areas. It is, however, the Social Studies that amalgamates them into a meaningful whole and a system, and gives them purpose. The most likely application, in a practical way, for most students will be in the Social Studies areas. These skills form the basis or means of study in the subdisciplinary areas of the Social Studies and ultimately in the processes of effective citizenship.

For these reasons, it is important that the Social Studies Committee members identify these skills.

1. LISTENING SKILLS: Students will be able to list a minimum of six of the nine listening skills listed herein, and to give an example of the appropriate use of each:

A. Listen (observe) with a purpose.
B. Listen attentively and respectfully.
C. Identify the sequence of ideas presented and select the most important ideas.
D. Ask appropriate questions to clarify points or issues.
E. Reserve judgment until the entire idea is heard.
F. Take notes while continuing to listen.
G. Summarize or paraphrase what has been said.
H. Respond in context on what has been heard.
I. Build upon ideas which have been stated.

NOTE: The Social Studies shares the responsibility for the development of this skill and its components with several of the discipline areas. The skill and its components are introduced early in the educational process and must be continuously and continually monitored and reinforced throughout the years of formal education. Mastery of this skill and its components rests in the ability to use the skill or component when so required, not in the automatic use in each and every circumstance.

A and B. Review, reinforce and expand K-2 skills (listen attentively and respectfully with a purpose: direction, information, enjoyment and enrichment).	Review, reinforce and expand K-3 skills. Introduce: Listening for emphasis, e.g., repetition, voice stress, etc.	Review, reinforce and expand K-4 skills. Especially reinforce listening for emphasis. Introduce: Listening for fact and opinion.	Review, reinforce and expand K-5 skills.

RESOURCES

See Primary (K-3) Program Guide.	Listening skills may be developed in all areas of the curriculum. The Houghton Mifflin program provides an opportunity to build and reinforce this skill primarily presenting criteria for judging. For example: fact and opinion.	Houghton Mifflin, pages: 105; 134-136; 289; 310-311; 430.	Houghton Mifflin, pages: 161-162; 170-171; 346-349; 428.

TEACHER NOTES AND RESOURCES:

C. IDEA SEQUENCE.

MASTERY: The concept of sequence. Students can sequence more than 5 things.	Introduce: Basic outline skills from listening for emphasis and sequence.	Review, reinforce and expand Grade 4 outline skills.	Review and reinforce Grade 4-5 outline skills. Expand to include subtopics.
Introduce: Sequencing ideas.			

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 229; 231; 237; and 276.	None identified.	Houghton Mifflin, pages 217-219.

NOTE: Teachers should be alert to the opportunities to build and reinforce sequencing skills in all areas of the curriculum.

TEACHER NOTES AND RESOURCES:

3	4	5	6

D and E. CLARIFYING QUESTIONS AND RESERVED JUDGMENT.

Review and reinforce K-2 asking appropriate questions to clarify points and tasks. STUDENTS DO NOT INTERRUPT.	Re-introduce: Asking appropriate questions to clarify points, issues and/or tasks.	Review, reinforce and expand K-4 skills.	Review, reinforce and expand K-5 skills.

RESOURCES

See Primary (K-3) Program Guide.

The ability to acquire and report information--to learn and to share that knowledge with others--is basic to successful functioning in today's world. In Windows On Our World, children learn to acquire information from direct observation, by asking questions or interviewing, and by working with a variety of prepared sources such as maps, charts, graphs, tables, pictures, reference materials, case studies, articles, and stories.

Houghton Mifflin, pages 288-284.	Houghton Mifflin, page 162.	Houghton Mifflin, page 322.

NOTE: Teachers should be alert to the opportunities to build and reinforce questioning skills throughout all areas of the curriculum.

TEACHER NOTES AND RESOURCES:

F. NOTE TAKING

	This skill is not applicable below the 5th grade level of readiness and maturity.	Introduce note taking for main ideas (see also Listening Skill 1-C above).	Review, reinforce and expand 5th grade skill --main and supporting ideas (see also skill C above).

RESOURCES

Not applicable.	Not applicable.	This skill will most likely be introduced and developed in the language arts program of the curriculum. However, the Houghton Mifflin program does provide an opportunity to reinforce this skill.	
		Houghton Mifflin, pages: 30; 66; 241; 315; 338; and 381.	Houghton Mifflin, pages: 102-104; 233-237; 342-345.

TEACHER NOTES AND RESOURCES:

G. SUMMARIZE AND PARAPHRASE.

Introduce: Summary of a short expose. Repeat directions.	Review, reinforce and expand K-3 skills.	Review, reinforce and expand K-4 skills.	Review, reinforce and expand K-5 skills.

26	3	4	5	6

RESOURCES

See Primary (K-3) Program Guide.

The actual skill of summarizing and paraphrasing will most likely be introduced in the language arts program. The Houghton Mifflin program, however, provides an opportunity to reinforce this skill by its "putting it together" activities at the end of each unit. Paraphrasing is a skill that can be practiced and reinforced any place throughout the Social Studies program or the overall curriculum.

TEACHER NOTES AND RESOURCES:

H. RESPONDING IN CONTEXT.

Review, reinforce and expand K-2 skills staying on the topic being discussed.	Review, reinforce and expand K-3 skills.	Review, reinforce and expand K-4 skills.	Review, reinforce and expand K-5 skills.

RESOURCES

None identified. | None identified. | None identified.

NOTE: Teachers should be alert to opportunities to build and reinforce this skill throughout the curriculum. Often a word is enough to accomplish or reinforce this skill.

TEACHER NOTES AND RESOURCES:

I. IDEA BUILDING

Review, reinforce and expand: Impact Cause and Effect Inference	Review and expand K-3 skills. Re-introduce: Meaning	Review and expand K-4 skills. Re-introduce: Inference	Review and expand K-5 skills. Re-introduce: Cause and Effect

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RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 34; 50; 115; 245; 63; 80, and 222.	Houghton Mifflin, pages: 16; 74; 128-129; 222-225; 278; 303; 323; 366-377; 390; T-64 (30); T-204-T-205 (164-165); T-198-T-199 (352-353). Cause and Effect pages 18; 66; 200; 217; 250; 296; and 377.	Houghton Mifflin, pages: 89-90; 172-173; 364-365; 369-370; T-76; T-77 (42-43); T-80 (44); T-302 (264).

TEACHER NOTES AND RESOURCES:

3	4	5	6

2. DISCUSSION SKILLS:

A. Students will be able to identify the (and/or) level of discussion (e.g., idea, fact, or opinion-sharing, problem-solving, planning, etc.).
B. Students will be able to demonstrate the procedural skills of group discussion by:

1. Speaking for and with a purpose.
2. Speaking with respect.
3. Asking others to express their views and accepting those views, etc., without censure.
4. Interacting in various capacities (e.g., leader, supporter, clarifier, summarizer, etc.).
5. Asking for clarification and/or elaboration when needed.
6. Accepting a share of responsibilities and/or credit, when appropriate, and being supportive of the group and group decisions.
7. Ending a discussion when resolution has been achieved or when the time for discussion has ended.

A. <u>TYPE AND LEVEL</u>.

Review and reinforce K-2 (discussion about real fact, or unrealfiction.	Introduce: Differences between fact and opinion. Introduce: Purpose of discussion--idea sharing, problem-solving, etc.	Review, reinforce and expand K-4 skills.	Review, reinforce and expand K-5 skills.

RESOURCES

NOTE: This skill and others within the area of discussion skills will most likely be introduced in the language arts program. However, most of the topics for discussion are likely to be in the area of Social Studies. Thus, the two areas should mutually reinforce each other. The listening skills and discussion skills closely parallel each other so the rescurces listed there may also apply here as indicated. In general, teachers should be aware of opportunities in all subject areas to build and reinforce discussion skills.

See Primary (K-3) Program Guide.	See Listening Skill A above.	See Listening Skill A above.	See Listening Skill A above.

TEACHER NOTES AND RESOURCES:

B-1 and 2. SPEAKING WITH PURPOSE AND RESPECT.

Introduce: Speaking with a purpose and with respect.	Introduce: Speaking with respect, i.e., clearly, loud enough, avoid "emotional" tones and overtones, to the point, etc.	Review, reinforce and expand K-4 skills.	Review, reinforce and expand K-4 skills.

RESOURCES

Please see NOTE under A - Discussion Skills above.

See Primary (K-3) Program Guide.	See Listending Skills A, B, and C above.	See Listening Skills A, B, and C above.	See Listening Skills A, B, and C above.

TEACHER NOTES AND RESOURCES:

30	3	4	5	6

B-3. OPEN DISCUSSION.

Review, reinforce and expand K-2 skills. (Discussion is sharing ideas and knowledge.)	Review, reinforce and expand K-3 skills.	Review, reinforce and expand K-4 skills.	Review, reinforce and expand K-5 skills.

RESOURCES

Please see NOTE under A - Discussion Skills above.

See Primary (K-3) Program Guide.	See Listening Skills E and H above.	See Listening Skills E and H above.	See Listening Skills E and H above.

TEACHER NOTES AND RESOURCES:

B-4. DISCUSSION ROLES.

Introduce: Committee skills in a committee of five (working with partners).	Review and reinforce committee skills with task organized committee. Introduce: Classroom student body organization.	Review and reinforce committee skills. Introduce (school) student body.	Review, reinforce and expand all K-5 committee skills.

RESOURCES

Please see NOTE under A - Discussion Skills above.

See Primary (K-3) Program Guide.	See Listening Skills D, G and I above.	See Listening Skills D, G and I above.	See Listening Skill D, G and I above.

TEACHER NOTES AND RESOURCES:

B-5. CLARIFICATION.

Review and reinforce K-2 (asking for clarification where needed).	Review and reinforce K-3 skills. See also B-4 above.	Review, reinforce and expand K-4 skills. See above.	Review, reinforce and expand K-5 skills. See above.

RESOURCES

Please see NOTE under A - Discussion Skills above.

See Primary (K-3) Program Guide.	Coordinate with B-4 above. See also Listening Skill E.	Coordinate with B-4 above. See also Listening Skill E.	Coordinate with B-4 above. See also Listening Skill E.

TEACHER NOTES AND RESOURCES:

3	4	5	6

B-6. SUPPORT OF THE DISCUSSION GROUP.

Review and reinforce K-2 skills (see also B-4 above), sharing responsibility and credit.... being supportive of partner and/or group.	Review, reinforce and expand K-3 skills. (See also B-4 above.)	Review, reinforce and expand K-4 skills. (See B-4 above.)	Review, reinforce and expand K-5 skills. (See B-4 above.)

RESOURCES

Please see NOTE under A - Discussion Skills above.

See Primary (K-3) Program Guide.	Coordinate with B-4 above. See also Listening Skill E.	Coordinate with B-4 above. See also Listening Skill E.	Coordinate with B-4 above. See also Listening Skill E.

TEACHER NOTES AND RESOURCES:

B-7. CLOSURE.

Review, reinforce and expand K-2 skills (the idea that there is closure to--a time to end--a discussion).	Review and reinforce K-3.	Review and reinforce K-4.	Review and reinforce K-5.

RESOURCES

Please see NOTE under A - Discussion Skills above.

No resources identified, this skill depends upon the teachable moment.

TEACHER NOTES AND RESOURCES:

3. REPORTING SKILLS: Students will be able to write and/or present oral reports according to specified criteria.

A. Demonstrate completion of research and preparation.
B. Follow or give directions clearly and accurately.
C. Use appropriate aids for communicating information (e.g., charts, graphs, tables, illustrations, models, etc.).
D. Use a systematic format and/or approach (e.g., outline).

A. PREPARATION.

Introduce: The written report. Review, reinforce and expand K-2 skills (research from books as well as from people).	Review, reinforce and expand K-3 skills. Introduce: Use of classroom library. Each report must use one resource (e.g., encyclopedia). Introduce: Card catalog.	Review, reinforce and expand K-4 skills. Introduce: School library. Reports must use two (or more) resources.	Review, reinforce and expand K-5 skills to include use of multiple resources. Introduce the use of survey. (See also Social Studies Skill No. 4 below.)

RESOURCES

NOTE: Reporting skills will most likely be introduced in the language arts program. However, most of the topics for reporting are likely to be in the area of the Social Studies and perhaps science. Thus, the two areas, language arts and Social Studies, should mutually reinforce each other. In general, teachers should be aware of opportunities in all subject areas to build and reinforce reporting skills.

34	3	4	5	6
	The ability to acquire and report information--to learn and to share that learning with others--is basic to successful functioning in today's world. Throughout the Houghton Mifflin program, students learn to acquire information from direct observation by asking questions or interviewing, and by working with a variety of prepared sources such as maps, charts, graphs, tables, pictures, reference materials, case studies, articles, and stories.		At the same time students are acquiring the information, they gain experience in reporting information through the same techniques. Communication skills are constantly being practiced. Each lesson, and especially the summary lessons ("putting it together") provides for skill building in both acquiring and reporting information. Be sure to check the Teacher's Guide lesson-by-lesson for the appropriate emphasis of that lesson.	
	Many of the skills that coordinate with reporting will be found in the "Thinking Skills" which follow later in this section of the guide.			
	See Primary (K-3) Program Guide.	Check Teacher's Guide for each lesson and make use of classroom opportunities as they occur.	Check Teacher's Guide for each lesson and make use of classroom opportunities as they occur.	Check Teacher's Guide for each lesson and make use of classroom opportunities as they occur.
	TEACHER NOTES AND RESOURCES:			
	B. DIRECTIONS			
	Review and reinforce K-2 skills. (Follow and give directions clearly and accurately.)	Review and reinforce K-3.	Review and reinforce K-4 skills.	Review and reinforce K-5 skills.

RESOURCES

See Primary (K-3) Program Guide.

See NOTE under A - Reporting Skills above.

No specific resources have been identified for this skill. It is anticipated that students will have the opportunity to learn, build and reinforce this skill through the natural course of classroom events in all subject matter areas. Teachers need only to alert students to what is happening when the skill is being used. Also check Teacher's Guide for each lesson.

TEACHER NOTES AND RESOURCES:

C. COMMUNICATION AIDS.

Review, reinforce and expand K-2 skills. (Bar graphs as "thermometers.")	Review, reinforce and expand K-3 skills. Introduce charts, graphs, and tables as appropriate from resource materials. Introduce: Models. See specific subject matter goals: Economics, 8. Political Science, 5 & 7. Self Concept, 7.	Review, reinforce and expand K-4 skills.	Review, reinforce and expand K-5 skills.

3	4	5	6

RESOURCES

See Primary (K-3) Program Guide.	Please see NOTE under A - Reporting Skills above. This particular skill may offer some unique opportunities to mutually reinforce learning in mathematics. Houghton Mifflin, pages: 127; 256 and 282.	Houghton Mifflin, pages: 23; 30; 96-97; 128; 370-371.	Houghton Mifflin, pages: 79; 131; 251; 267; 146-147; 197; 307-309; 321; 308-311; 344-345; 299; 400.

See also Noble and Noble - Everyday Economics.

TEACHER NOTES AND RESOURCES:

D. FORM AND FORMAT.

Review and reinforce K-2 skills (name placement on paper).	Review and reinforce K-3 skills. Introduce: Headings. Introduce: Title Page and Table of Contents.	Review, reinforce and expand K-4 skills. Introduce: Bibliography.	Review, reinforce and expand K-5 skills. Introduce use of Preface. Introduce note taking on 3 x 5 cards.

RESOURCES

See Primary (K-3) Program Guide.

Please see NOTE under A - Reporting Skills above.

This skill will offer some unique opportunities to mutually reinforce learning in the language arts and handwriting.

TEACHER NOTES AND RESOURCES:

4. PROBLEM-SOLVING SKILLS: Students will be able to identify and select a problem for investigation, and to demonstrate a systematic process for the study of that problem in order to arrive at potential solution(s) for the resolution of the problem selected (Skills 5-8 are component or enabling skills).

NOTE: This competency is not independently sequenced. Competencies 5 through 8 are components or enabling skills, and are sequenced accordingly. It is anticipated that students will be able to coordinate the components and achieve the ability to fulfill this competency at the 9th grade level of learning.

TEACHER NOTES AND RESOURCES:

3	4	5	6

5. IDENTIFICATION and SELECTION: Students will be able to identify and select a problem or issue for investigation:

A. Students will be able to limit and/or clarify the problem or issue for the purpose of their investigation.
B. Students will be able to identify and explain the component or contributing factor involved in the problem or issue.
C. Students will be able to make a choice or a selection and give reasons for that choice or selection.

A CLARIFICATION.

Review, reinforce and expand K-2 skills (limiting or clarifying a problem for investigation as a class or group activity). Introduce: The purpose of systematic investigation or inquiry.	Students will be able to select three problems from a broad range of problems.	Review, reinforce and expand K-4 skills. Re-introduce the limiting and clarification of a problem.	Review, reinforce and expand K-5 skills.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: In general the resources for this compentency are the problems selected. The skill can be coordinated and reinforced mutually with most areas of the elementary school curriculum.

TEACHER NOTES AND RESOURCES:

B. COMPONENT IDENTIFICATION.

MASTERY: Students will be able to identify and explain contributing factors involved in a simple problem or issue, e.g., playground discipline. (Students have been introduced to the concept of cause and to social and cultural views as contributing factors.)	Review "MASTERED" skill. (You may also introduce economic views on a limited basis as contributing factors, e.g., to save or to spend.)	Introduce: Outlining as a means of identifying components in a problem or issue. (See also Social Studies Skill 1-C.)	Review and expand K-5 skills. Introduce the use of detail and subheadings in outlining as a means of identifying problem components. (See also Social Studies Skill 1-C.)

RESOURCES

See Primary (K-3) Program Guide.	NOTE: This is, in part, a skill of analysis and/or classifying which will be covered later under "Critical Thinking" in this section of the guide. It is also a part of the outlining and sequencing skills (Social Studies Skill 1-C) above. Reinforce language arts learning.		
	Houghton Mifflin, pages: 16-17; 62; 229; 231; 237 and 274-276.	Houghton Mifflin, pages: 36-37; and 126.	Houghton Mifflin, pages: 24; 191; 217-219; and 273.

TEACHER NOTES AND RESOURCES:

3	4	5	6
C. REASONED CHOICE.			
Review and reinforce K-2 skills. (Students will be able to make a choice or selection and give reasons for that choice as a class or group activity.)	Introduce: Selection of a problem or issue from a choice of 3 problems or issues.	Introduce: Selection of a problem from information in outline.	Review, reinforce and expand K-5 skills. Make more specific choices from more detailed outlines.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: The resources identified in A and B, plus reinforcement from other areas of the elementary curriculum, should be sufficient to address this skill as written.

TEACHER NOTES AND RESOURCES:

6. DATA GATHERING and RESEARCH SKILLS: Students will be able to select a problem or issue for investigation and, as (classroom) group, design and plan a process of investigation for that selected problem or issue. Students will be able to:

A. Participate as a member of a group in IDENTIFYING, LOCATING and USING a variety of sources to gain information on the problem or issue.
B. Individually locate and use print and nonprint sources of information.

C. Use, individually, a variety of sources (at least three) to acquire information, e.g., authorities, interviews and surveys, case studies, statistical data, systematic observation, and/or personal experience, etc.
D. Assess the authenticity of the sources of information, e.g., check the author's knowledge, background, bias, etc.
E. To contribute to the formulation of questions which will help lead to the answer(s) needed to resolve the problem or issue.
F. Organize information collected, i.e., differentiate fact from opinion, cause from effect, etc., and summarize and categorize information.
G. Use summarized information to draw conclusions, offer solutions to problems, clarify issues, make predictions, or use as a guide to further study.
H. Modify solutions to problems or issues in light of new factors or considerations.

NOTE: The Social Studies shares the responsibility for the development of this skill and its components with several of the subject matter areas. Social Studies provides one of the contacts within which the skill(s) can be achieved and/or reinforced.

A. SOURCES OF DATA.

Not applicable below the 5th grade level of readiness and maturity.	Introduce: Use of radio, TV and newspaper (student periodicals when applicable) as sources. Reinforce textbooks, encyclopedias and books on the subject as sources.	Review and reinforce grade 4 skills.	Review, reinforce and expand grade 4-5 skills. Introduce: Speaker or informants as a source. Re-introduce use of printed matter as a source.

RESOURCES

Not applicable.

NOTE: In general the resources are identified in the coverage stated above. At the elementary level it is anticipated that much teacher guidance will be needed in the building of this skill and that the teacher will be alert to the learning opportunities to reinforce the skill in all areas of the curriculum.

TEACHER NOTES AND RESOURCES:

B. THE USE OF DATA.

NOTE. This skill is essentially an application of component A on an individual basis. The same schedule of activities and resources would apply.

TEACHER NOTES AND RESOURCES:

C. VARIETY OF DATA.

Not applicable below the 7th grade level of readiness and maturity except as coincident with other objectives and components.

TEACHER NOTES AND RESOURCES:

D. RELIABILITY OF DATA.

Not applicable below the 4th grade level of readiness except as coincident with other objectives and components.	Re-introduce: The difference(s) between fact and opinion. See also Discussion Skill A above.	Review, reinforce and expand Grade 4 skills. See also Discussion Skill A above.	Review, reinforce and expand Grade 5 skills. See also Discussion Skill A above.

RESOURCES

Not applicable.	None identified.	Houghton Mifflin, pages: 105; 134-136; 289; 310-311; and 430.	Houghton Mifflin, pages: 161-162; 170-171; 346-349 and 428.

TEACHER NOTES AND RESOURCES:

E. INQUIRY PLAN.

Not applicable below the 4th grade level of readiness except as coincident with other objectives and components.	Introduce: Inquiry skills (see components A-D above and F following).	Review, reinforce and expand Grade 4 inquiry skills.	Review, reinforce and expand Grades 4 and 5 inquiry skills.

RESOURCES

Not applicable.

NOTE: In addition to resources identified and discussed above, the Houghton Mifflin program provides opportunities throughout to plan and to use a variety of inquiry skills. In particular the following pages may be of interest and help.

Houghton Mifflin, pages: 24; 134-138; 283-284.	Houghton Mifflin, pages: 144-177; 162; 352-353.	Houghton Mifflin, pages: 144-147; 322.

TEACHER NOTES AND RESOURCES:

3	4	5	6
F. ORGANIZING DATA. (Social Studies Skill No. 7, following, will address this competency more fully.)			
This component is not applicable below the 4th grade level of readiness and maturity except as coincident with other related competencies.	Introduce: Cause and effect. Re-introduce fact and opinion.	Review Grade 4 skills. Introduce: Categorization of information.	Review and reinforce Grade 4 skills. Expand categorization. Introduce the use of summaries.

RESOURCES

Not applicable.

NOTE: Use the resources identified in Social Studies Skill No. 7 following.

TEACHER NOTES AND RESOURCES:

G. HYPOTHESIZING.

NOTE: The Development Task Force, in the Goals and Objectives Report, identified this component as not applicable below the 6th grade level of maturity and readiness. However, this goal is addressed indirectly in other competencies (e.g., estimating, Skill 7-G below) within this guide, and it is addressed directly throughout the entire elementary program provided by the Houghton Mifflin Company.

Often we draw a conclusion in the form of a guess--an idea to be tested. We then need to decide how such a guess or hypothesis can best be tested.

RESOURCES

Houghton Mifflin, pages: 25; 90-91; and 282-283.	Houghton Mifflin, pages: 88; 134-135; and 372.	Houghton Mifflin, pages: 74-75; 142; 349 and 414.

TEACHER NOTES AND RESOURCES:

H. MODIFICATION.

NOTE: This component is not applicable below the 7th grade level of readiness and maturity except as coincident with other related competencies.

TEACHER NOTES AND RESOURCES:

3	4	5	6

7. ORGANIZATION OF DATA: Students will be able to organize information into a meaningful system.

A. Students will be able to use accurately conventional systems and terms for LABELING or naming objects, materials, categories, etc.
B. Students will be able to RECORD information in a variety of ways (e.g., written notes, tape recordings, audio/visual media, video tape, etc.).
C. Students will be able to demonstrate that CLASSIFYING is a way of sorting and organizing information so that things which have common characteristics are found together.
D. Students will be able to order similar objects or pieces of information in SEQUENCE according to differences or similarities in an observable property (e.g., by size, shades of color, etc.) by importance, by impact potential, by logic, or by value intensity or density, i.e., the strength or number of people holding that value.
E. Students will be able to ABSTRACT, from resource materials, the information relevant to the purpose or subject of an inquiry.
F. Students will be able to SUMMARIZE information contained in available data.
G. Students will be able to make logical ESTIMATES based on available information and will be able to revise or adjust estimates when appropriate.

A. LABELING. (See also the specific subject matter areas of the Social Studies.)

Review K-2 terminology and labeling where appropriate within the context of content (discipline or subject matter area) study. Expand terms to "city-wide" labels according to student level of experience. (Students will know the labels: census, room, school, scarcity, pollution, neighborhood and labeling.)	Review, reinforce and expand K-3 skills. Introduce labeling and categorization of student given information--labels provided by the teacher.	Review, reinforce and expand K-4 skills. Increase student participation and independence in providing labels. Coordinate with outlining skills and with component C following.	Review, reinforce and expand K-5 skills. Student should be able to provide labels independently.

RESOURCES

NOTE: Labeling is largely a matter of vocabulary development. This skill can be largely reinforced through some of the language arts activities, particularly in reading, dictionary usage, spelling and handwriting. It is important to note that vocabulary development is necessary in several areas of the curriculum.

The resources necessary to achieve this competency occur throughout the Social Studies program. The Teacher's Guide for each lesson will alert the teacher to the potential within a given lesson. In addition, the resources identified under "classifying" (component C following) should be coordinated with this component.

TEACHER NOTES AND RESOURCES:

B. RECORDING.

Review and reinforce K-2 skills.

Expand to include recording information in writing using the teacher as a model. (Students have recorded information using tape recorder, pictures, audio/visual media, and graphing.)

Review, reinforce and expand K-3 skills.

Introduce: The importance of note-taking.

Introduce recognition of information important enough to require note-taking.

Expand note-taking from teacher model.

Review, reinforce and expand K-4 skills.

Introduce note-taking skills from textual materials and from other available resources such as filmstrip, film, etc.

Introduce the use of paraphrase note-taking.

Teachers continue but begin to diminish role as note-taking model.

Review, reinforce and expand K-5 skills.

Introduce note-taking on 3 x 5 cards.

Note-taking should take on increasing student independence, especially from textual material.

RESOURCES

NOTE: See also Listening Skills (Social Studies Skill No. 1, Component F above). In addition to the remarks made there, components E and F of this skill below, should be coordinated with note-taking skills. The resources listed in those sections plus resources coordinated from the language arts program should help the student to achieve eventual mastery of this competency.

TEACHER NOTES AND RESOURCES:

C. CLASSIFYING.

Review and reinforce K-2 skills. Read, categorize in written form (see also labeling). (Students have classified objects and pictures and according to physical properties, e.g., size, shape and color.)	Introduce: The skill of sorting information with the use of an outline: to capital letters--categories (I) and subcategories (A).	Review, reinforce and expand K-4 skills.	Expand sorting of information using an outline to or including Arabic numerals. (I-A-1, for example): I. Land Masses A. Continents 1. Africa

RESOURCES

See Primary (K-3) Program Guide.

NOTE: This competency has been addressed and re-addressed frequently in this guide. The following resources should be coordinated with efforts listed elsewhere in this guide and with similar efforts in other subject matter areas.

C A U T I O N: Although classification and categorization are important and useful skills, care must be exercised to insure that such skills do not lead to stereotyping. It is important for all concerned (both teachers and students) to realize that any given object may fit into different classifications at different times, depending upon the purpose of classifying and frequently upon the point of view of those doing the classification. Classification is based upon perceived similarities and not upon the premise of things, ideas, or people being identical. The similarities, too, may be only temporary. The awareness of this concern about classifying is important.

Houghton Mifflin, pages: 16-17; 62; 274-275.	Houghton Mifflin, pages: 36-37; and 126.	Houghton Mifflin, pages: 24; 191; and 273.

TEACHER NOTES AND RESOURCES:

D. SEQUENCING. (See also Listening Skills, Social Studies Skill No. 1, Component C.)

The skills listed under Listening Skills, Social Studies Skill No. 1-C apply to this component.	The skills listed under Listening Skills, Social Studies Skill No. 1-C apply to this component. (Routes are one way of sequencing places.)	The skills listed under Sistening Skills, Social Studies Skill No. 1-C apply to this component. (Historical timelines or flow charts are one way of sequencing events.) See also 4th grade parenthesis left.	The skills listed under Listening Skills, Social Studies Skill No. 1-C apply to this component. (This guide is one way of sequencing learning.) See also 4th and 5th grade parenthesis left.

05	3	4	5	6

RESOURCES

See Primary (K-3) Program Guide.

NOTE: Resources will be found under Listening Skills, Social Studies Skill No. 1-C, in this section above. This skill should also be coordinated or mutually reinforced with similar skills from other subject matter areas, in particular, with outlining skills from language arts.

TEACHER NOTES AND RESOURCES:

E. ABSTRACTING.

This skill is not applicable below the 7th grade level of readiness and maturity except as coincident with other related competencies, and except on an individual student basis. Instruction or providing a learning opportunity in this competency is optional.

TEACHER NOTES AND RESOURCES:

F. SUMMARIZING.

Review, reinforce and expand K-2 skills. (Students have repeated and paraphrased.)	Re-introduce the use of summary.	Review, reinforce and expand K-4 skills.	Review, reinforce and expand K-5 skills.

RESOURCES

See Primary (K-3) Program Guide.

The actual skill of summarization will most likely be introduced in the language arts program. However, the Houghton Mifflin program provides an opportunity to reinforce this skill through its "putting it together" (summary) activities at the end of each unit. Summarizing is a skill that can be practiced and reinforced any place throughout the Social Studies program or the overall elementary curriculum.

TEACHER NOTES AND RESOURCES:

G. ESTIMATING.

Not applicable below the 5th grade level of readiness and maturity except as coincident with other competencies.	Introduce: Making logical estimates on the basis of available information.	Review, reinforce and expand 5th grade skill.

RESOURCES

NOTE: This skill can be called by other names. It is a component of, or has as its components, the skills of inferring, hypothesizing, comparing, imagining and evaluating. Each of these skills have been identified as a part of the Houghton Mifflin program. Estimating can also be reinforced in mathematics or geography--by estimating the distances between points on a map. If the teacher is aware of the terms, many resources can be found lesson-by-lesson in the Houghton Mifflin Teacher's Guide.

TEACHER NOTES AND RESOURCES:

8. PROBLEM-SOLVING -- CRITICAL THINKING: Students will be able to interpret information:

A. Students will be able to DECODE for meaning and accurate information from written or printed words, numerical symbols, graphic representation and/or schematic models.
B. Students will be able to relate CAUSE and EFFECT accurately and adequately for a given situation.
C. Students will be able to demonstrate a way of refining the accuracy and the usefulness of COMPARISON and DISCRIMINATION, and to demonstrate that these skills are key processes at all states of inquiry and problem-solving.
D. Students will be able to draw logical INFERENCE from observations or representations, etc., and be able to demonstrate that inference involves the projection of trends sequentially from organized data.
E. Students will be able to demonstrate that ANALYSIS is the study (of a body of information) by systematic examination of the parts, and the relationship between or among the parts.
F. Students will be able to use effectively STANDARDIZED or conventional criteria for organizing and interpreting information, and will be able to test the validity of data against such criteria.
G. Students will be able to formulate logical GENERALIZATIONS from available data, and will be able to withhold judgment or conclusions until adequate information has been validated.

A. <u>DECODING</u>. (Coordinate with reading, vocabulary building and mathematics, as appropriate.)

Review and reinforce K-2 skills. (Simple graphs, decoding, interpreting pictures and numerical symbols for meaning.) Expand to include written and printed word.	Review and expand K-3 skills. Introduce the use of bar, picture, and line graphs.	Review, reinforce and expand K-4 skills. Introduce the meaning of numbers in relation to what people want and what people do (e.g., population density).	Review, reinforce and expand K-5 skills. Re-introduce and expand the use of graphs.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: In a society which increasingly expects its schools to stress basic skills, it seems obvious that every program used with children should interrelate wherever it can with other subject areas in this very critical function of skill development. Therefore, in the Houghton Mifflin program, children have ample opportunity to practice and thus reinforce basic skills in mathematics.

LEVEL 4:

Mathematical understanding is developed in activities centering on figuring elevations from a map (209-210), reading graphs (256), comparing relationships on a bar graph (282), and figuring distances (328-331).

LEVEL 5:

A wide variety of math-related skills comes into play as students read numerical comparisons in paragraph form (23, 280-286); interpret data presented in graphs of absolute numbers (30) and in percentages (96-97); compute on the basis of a word problem (127); describe relationship between cost and profit (128); use map scale to compute distance (145, 464); and compare statistical data using text, table, map, and graph (370-371).

LEVEL 6:

Increasing variety of math-related skill application is evident as students compare time on a timeline (79); read circle graphs and compare percentages (131, 267, 299, 368); study frequency distribution; identify minimum, maximum, and range; and compute averages (146-147); work with centimeters (144-147); check calorie consumption on a table (197); gather data from bar graphs (307, 321, 416); identify quantities from bar graph, line graph, pictograph (307-309); figure percentages in terms of stock ownership (344-345) and interpret what figures are related to a stock market report; and examine percentages in tabular form (353). There are also numerous mathematical problems throughout the text in the sections called "Putting it Together."

NOTE: Graphs provide a simple, visual means for acquiring and reporting information, and as such are useful tools for students to become familiar with. The Houghton Mifflin program deals with these tools, as with other skill development in a carefully sequenced way so that children learn to use and to make graphs. By the end of the program, the students have had a wide variety of experiences making and interpreting graphs that relate to their daily experiences and environment.

LEVEL 4:

Line graphs are used to help students organize information and make comparisons about weather (127) and about population figures (256), while bar graphs (282) provide a convenient way to compare population and energy use.

LEVEL 5:

Graphs are used to present historical data on such items as farm population in the United States (30), energy sources both held and used (96-97), and population growth in the United States since 1790 (371).

LEVEL 6:

Practice is provided with several types of graphs: line graphs on machine power (308), education (367), and population growth (400); circle graphs for earth surface (131), fuel power and population (299), and government spending (368); bar graphs for careers (251), energy use (307), and machines (321); and pictographs for farm production (309) and world religions (392). See also the special section on how to read graphs, pages 308-311.

TEACHER NOTES AND RESOURCES:

B. RULES OF ORDER (Parliamentary Procedure).

Review, reinforce and expand K-2 skills ("order" in "proceedings"). (Students have raised hands and been recognized and awaited their turn.)	Introduce: Discussion and voting on issue(s). Introduce nomination and election of officers.	Review, reinforce and expand K-4 skills. Introduce making and debating a motion.	Review, reinforce and expand K-5 skills. Introduce formal meeting procedures including opening, minutes, old and new business, and closing.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: Opportunities to reinforce these skills will depend upon the circumstances within the classroom and the previous experiences of the students.

TEACHER NOTES AND RESOURCES:

C. COMPARING.

Not applicable below the 4th grade level of readiness and maturity except as coincidental with other competency goals (e.g., sequencing).	Introduce: Comparison as a key process of inquiry and decision-making.	Review, reinforce and expand K-4 skills. Introduce similarity and dissimilarity as a means of comparison and categorization.	Review, reinforce and expand K-5 skills.

96	3	4	5	6
		RESOURCES		
	Not applicable.	Houghton Mifflin, pages: 15; 60-61; and 279.	Houghton Mifflin, pages: 33; 133; and 381.	Houghton Mifflin, pages: 31-33; 137-147; 152-165; 174-179; 297 and 420-428.
		These page references are exemplary rather than inclusive. Opportunities for comparison exist throughout the Social Studies program and the total elementary program.		
		C A U T I O N: In studying comparison care must be exercised; different does not mean better or worse. Things compared are only alternatives.		
	TEACHER NOTES AND RESOURCES:			
	D. INFERENCE.			
	Review, reinforce and expand K-2 skills. (Students have worked with observation, experience, and picture representation.) (Coordinate with all critical thinking skills.)	Review and expand K-3 skills. Introduce: Teacher directed or modeled inference (deduction) from observation and organized data.	Review, reinforce and expand K-4 skills. Introduce inference (deduction) from sequential material and information.	Review, reinforce and expand K-5 skills. Expand to use of inference as directed individually and by small group.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: Inference and inferring is a key or a central skill in the process of critical thinking. It is often referred to by other names: logic, deduction, induction, analysis, hypothesizing, imagining, etc. This skill rests upon an ability to decode, compare, sequence and analyze. It leads to an ability to predict, understand impact, evaluate, etc. Consequently, inference may be considered one of the most IMPORTANT skills to be learned.

C A U T I O N: Inference is a delicate skill. Care must be exercised to insure that a balance is achieved between inferring too much and inferring too little from the given data and to staying within the bounds of the given data. Words and the use or meaning of words plays an important part in inference, thus this skill needs to be carefully coordinated with the reading and language arts program.

Houghton Mifflin, pages: 20-23; 30; 44; 50; 115; 245; and 266.

See also 63 and 80.

Houghton Mifflin, pages: 16; 30; 74; 128-129; 164-165; 222-225; 278; 303; 323; 352-353; 366-377; and 390.

See also 92; 121; 185; 212; 225 and 377.

Houghton Mifflin, pages: 42-43; 89-90; 172-173; 144; 264; 364-365; 369-370.

See also 349; 397; 400 and 405.

These page references are exemplary rather than inclusive. Opportunities for inference exists throughout the Social Studies program and the total elementary program.

TEACHER NOTES AND RESOURCES:

3	4	5	6
E. ANALYSIS.			
Not applicable below the 4th grade level of maturity and readiness except as coincidental with other competency goals.	Introduce the use of conventional symbols and terms in the appropriate disciplines to be covered (e.g., economics). Introduce the use of numbers for organizing and interpreting data. Introduce the use of time and distance for organizing and interpreting data. Introduce the concept of averaging. (See also Social Studies Skill 7-A above.)	Review, reinforce and expand K-4 skills. (See also Social Studies Skill 7-A.)	Review and reinforce K-5 skills. (See also Social Studies Skill 7-A.)
RESOURCES			
Not applicable.	NOTE: Analysis is not one skill, it is several: decoding, relating, and comparison (discussed above) are all components of analysis. Understanding the relationships of the parts to the whole is a part of analysis. In general, the ability to hypothesize, sequence, and infer rests upon analysis. Thus, many of the resources identified above will also apply here. The following, as special references or applications, may be particularly useful.		
TEACHER NOTES AND RESOURCES:	Houghton Mifflin, pages: 135-138; 164-168.	Houghton Mifflin, pages: 64-67; 138-139.	Houghton Mifflin, pages: 210-215; 407-411.

F. STANDARDS.

NOTE: There is no single activity or set of activities which lend themselves directly to achievement of this skill. Each discipline in education and each subdiscipline of the Social Studies contains its own standards to a greater or lesser degree. In a generalized sense, the skill of applying standards has already been sequenced in the skills of decoding, classifying, comparing and analyzing. Those skills can not be accomplished without applying standards of some kind. In another sense the application of standards is an application of values, and that aspect will be sequenced in the section following which discusses "judgment criteria."

RESOURCES

No new resources have been identified. The resources described for the components above and for the components under judgment criteria would apply. More important is that when teachers and learners are establishing and applying standards in working with those components, they become aware of what they are doing. Often a word or brief discussion is enough.

TEACHER NOTES AND RESOURCES:

G. GENERALIZATION. (This component may also be called inference, hypothesizing, and/or conceptualization under certain circumstances.)

Review, reinforce and expand K-2 skills. (Students have formulated generalizations, concepts or hypotheses from observable data with teacher guidance.)	Review and reinforce K-3 skills.	Re-introduce: Generalization deduced by class and/or expand to small group or task force.	Review, reinforce and expand K-5 skills.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: Opportunities to build and reinforce this competency exists throughout the Social Studies program and the entire elementary curriculum. The following resources are meant to be exemplary rather than inclusive.

Houghton Mifflin, pages: 14; 45; 273-274.

Houghton Mifflin, pages: 26; 154; 370-371.

Houghton Mifflin, pages: 30; 171; 353; 399.

C A U T I O N: Beware of over generalization and stereotyping.

TEACHER NOTES AND RESOURCES:

9. PROBLEM-SOLVING - SYSTEMATIC DECISION MAKING and PLANNING: Students will be able to act on the basis of information, i.e., to make decisions:

A. Students will be able to identify, explain, and use the steps in problem solving to arrive at solutions to (given) expected or unexpected problems, i.e., problem identification and clarification, resource identification, need assessment, alternative identification, alternative feasibility, analysis, selection, planning and action.
B. Students will be able to establish criteria from which to judge alternative solutions to the "problem" under study. (See also section on Judgment Criteria.)

C. Students will be able to select and to explain the selected alternative on the basis of the process, in terms of benefit as a resolution to the problem under study, and in terms of the criteria for each resolution.

D. Students will be able to participate rationally in the setting, planning and achievement (evaluation) of the decision(s) made.

NOTE: Components A-C complete the cycle of skills from 4-9. The components or enabling skills above have been addressed in skills 5-8 above. Component D will be more fully addressed in Skill 10 following.

RESOURCES

In general, the opportunities to achieve competency in this skill will occur in the natural course of events within the classroom. It is anticipated that at the elementary level the development of this competency will occur mostly on an all-class basis and gradually to a small group or task force basis. Individual competency in this skill is not anticipated below the junior high school level except perhaps for a few individual students.

TEACHER NOTES AND RESOURCES:

3	4	5	6

10. Students will be able to identify, explain and participate in the commonly accepted procedures of formal decision making:

A. Committees
B. "Parliamentary" Procedure
C. Compromise
D. Consensus
E. Legislative Action

(See also Social Studies Skill 2B-4 in this section above.)

A COMMITTEES.			
Introduce "Committee" skills--committee of five. (Students have worked with partners and in groups of three.)	Review and reinforce committee skills as outlined in Grade 3.	Reinforce committee skills with task organized committees. (Expand committee to multiple members as needed or appropriate.)	Review and reinforce K-5 skills. Introduce student body (school) or "committee of the whole."

RESOURCES

See Primary (K-3) Program Guide.	NOTE: Building, development and reinforcing opportunities depend upon the classroom situation and the purpose or activities of the teachers and learners involved. Many of the resources identified under the Listening and Discussion Skills above, and in particular the discussion role component (Social Studies Skill 2 B-4, this section above) would apply here. See also the following pages.		
	Houghton Mifflin, pages: 135-138; 164-168.	Houghton Mifflin, pages: 64-67; 138-139.	Houghton Mifflin, pages: 210-215; 407-411.
	34; 50; 115; 245.	16; 74; 128-129; 222-225; 278; 303; 323; 366-377 and 390.	89-90; 172-173; 364-365; 369-370.

TEACHER NOTES AND RESOURCES:

B. RELATING CAUSE AND EFFECT.

Review, reinforce and expand K-2 skills -- the competency goal as written above. (Cause answers the question "Why?". Effect answers question "Then What Happened?".) Take data from given, concrete, experienced situations (e.g., playground discipline).	Re-introduce the concept of cause and effect as a relationship among data.	Review, reinforce and expand K-4 skills and knowledge.	Review, reinforce and expand K-5 skills and knowledge.

RESOURCES

See Primary (K-3) Program Guide.	NOTE: Cause and effect is one kind of sequence. Cause and effect sequences can be shown visually by timelines and flow charts. Models can be used effectively. Projections and inferences are based upon anticipated cause and effect sequences. Thus, the potential opportunities for working with learning and reinforcing the concept of cause and effect are so numerous that listing them all would be difficult. Sequencing has been covered before and is reidentified here. Inference will be discussed in component B below.		
	Houghton Mifflin, pages: 115; 158; 164; 229; 231; 237; 245 and 276.	Houghton Mifflin, pages: 18; 66; 200; 217; 250; 290; 377. Since "History" is, in part, the subject matter; cause and effect is a natural study at this level.	Houghton Mifflin, pages: 89-90; 172-173; 364-365; 369-370.

TEACHER NOTES AND RESOURCES:

3	4	5	6
C. COMPROMISE.			
	Not applcable below the 5th grade level of readiness and maturity except on a basis coincidental with other learning objectives.	Introduce compromise through sharing and cooperation--each side must be willing to give and to take. Introduce compromise as a positive means of problem-solving.	Review, reinforce and expand Grade 5 skills.
		RESOURCES	
Not applicable.	Not applicable.	NOTE: In general, the idea of compromise in the Houghton Mifflin program is taught more as a means of conflict resolution. The resources identified here will, therefore, be found also under conflict resolution in Judgment Criteria and Political Science following.	
		Houghton Mifflin, pages: 219-220; 246-262; 315-381 and 455-443.	Houghton Mifflin, pages: 100-111.
TEACHER NOTES AND RESOURCES:			

D. CONSENSUS.

Review, reinforce and expand K-2 skills. Majority rule is used and may be discussed.	Introduce and discuss the concept of majority. Continue the use of majority rule.	Review, reinforce and expand K-4 skills. Introduce the concept of "plurality" and discuss.	Review, reinforce and expand K-5 skills. Introduce the concept of super majority (60 to 75% majority) and include the reasons for a super majority.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: There are no specific resources to provide an opportunity to build and reinforce this skill and knowledge. However, the opportunity can be provided by the teacher and flow naturally in the course of discussing voting and parliamentary processes, both as they apply to this skill and its components and to the area of voting as discussed in the Political Science section of this guide.

TEACHER NOTES AND RESOURCES:

E. LEGISLATIVE ACTION.

NOTE: Legislative action at the 6th grade level and below is interpreted to mean the setting of rules to solve certain kinds of problems. Depending upon the "problems," rules may be set by student or teacher.

RESOURCES

Resources will depend upon classroom circumstances.

TEACHER NOTES AND RESOURCES:

JUDGMENT CRITERIA

JUDGMENT CRITERIA

BASIC	REQUIRED	ELECTIVE
1. RELATIVE IMPORTANCE	10. VALUE SYSTEMS	18. PARTICIPATION
2. IDENTIFICATION OF CRITERIA	11. DECISION IMPACT	19. CENTRAL TENDENCY (Compromise)
3. CRITERIA WEIGHT	12. CONFLICT EFFECT	20. VALUE OF EDUCATION SYSTEM
4. ALTERNATIVES	13. VALUES EFFECT LIFE-STYLE	
5. "EQUAL OPPORTUNITY"	14. VALUE RELATIONSHIPS	
6. GROUP VALUES	15. VALUE IDENTIFICATION	
7. CONFLICT ASSISTANCE	16. VALUE SOURCES	
8. WISE USE OF RESOURCES	17. ALTERNATIVE VALUE UNDERSTANDING	
9. CONTRACT		

JUDGMENT CRITERIA

Those (discipline) problems in school and/or in society, not due to negative self concept, most likely will find their source in (faulty) judgment or in the lack of perceived alternatives. Educational and public concerns (for problems) is expressed under many labels -- e.g., attitudes and values, moral reasoning, and law focused education. In each case the area of concern relates to the decision-making process, and the criteria by which decisions can be made (or, once made, judged and evaluated).

This section attempts to provide (the opportunity to learn a process or) alternative processes by which decisions can be made and judged. Competencies have been identified in both the individual and social decision-making realms.

It is anticipated that the opportunity to study and learn judgment criteria will be shared with other subject matter disciplines in the educational process. As these skills and competencies have been written, care has been taken to avoid indoctrination and invasion of privacy. The opportunity to learn lies in developing an understanding of alternatives at the level of the learner's maturity and readiness.

3	4	5	6

1. Students will be able to identify at least five criteria by which a choice or judgment might be made, and to compare the relative importance of the criteria in specific selected circumstances.

(Sample criteria or values: Beauty, cleanliness, concern for others, commitment, consistency, dedication, duty, efficiency, equality, free enterprise, freedom, function, growth, honesty, integrity, justice, loyalty, morality, needs, pleasure, power, profit, progress, promptness, religion, responsibility, safety, satisfaction, security, self interest, self preservation, solvency, stability, tradition, truth, wants, etc.)

Review, reinforce and expand K-2 competencies. (See Primary (K-3) Program Guide for details.)	Review, reinforce and expand criteria by which choices can be made within the context of course materials.	Review, reinforce and expand criteria by which choices can be made within the context of course materials.	Review, reinforce and expand criteria by which choices can be made. Apply to decision-making opportunities.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: The opportunity to introduce, build and reinforce judgment criteria exists throughout the elementary school curriculum, and the Houghton Mifflin program. The resources listed below, from the Houghton Mifflin program, should be considered exemplary rather than inclusive.

Houghton Mifflin, pages: 163-169; 158-159; 216-219; and 72-73.	Houghton Mifflin, pages: 35-36; 64-67; 77-81; 388-391; and 14-18.	Houghton Mifflin, pages: 130-131; 148-149; 152-158; and 359-360.

C A U T I O N: The area of judgment criteria is an area which involves attitudes and values. Teachers should emphasize positive values whenever possible. Care must be taken to avoid indoctrination of any kind. Values held are the responsibility of the home and as the students grow older, the responsibility of the individual student. Values as discussed in school should be neither promoted nor disparaged. School responsibility should be to help students recognize the values they hold and to learn how to use those values in the decision-making processes. Students also need to know and accept the fact that others may hold alternative values or alternative priorities different from their own. Finally, students do need to know a process whereby values can be or are developed.

TEACHER NOTES AND RESOURCES:

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2. Students will be able to identify objects, feelings, and ideas important to people in different places and at different times and be able to explain why some "things" are valued more in some places and times than in others.

Review, reinforce and expand to things valued by the community. (Students have discussed neighborhood things liked and things "valued"--liked--by individuals, families and people in the classroom.) People differ in things (e.g., toys) they like at different times in their lives.

Review and reinforce K-3 understanding.

Introduce identification of objects important to people in different places and explain why some things are valued more in some places than in others.

Review, reinforce and expand K-4 understanding.

Introduce the value of feelings (cross cultural comparison may be useful or sexual comparison from olden times, e.g., boys never cry).

Introduce changes in value(s) of things and feelings over time.

Review, reinforce and expand K-5 understanding.

Introduce the value of ideas, and ideas translated into action (e.g., credit and the use of credit in economics).

3	4	5	6

RESOURCES

See Primary (K-3) Program Guide.

NOTE: See the NOTE, the RESOURCES, and the CAUTION under Judgment Criteria Skill No. 1 above.

Teachers should also check each lesson in the Teacher's Guide for opportunities to build and reinforce understanding in the competency area.

TEACHER NOTES AND RESOURCES:

3. Students will be able to identify and describe some of the influence(s) which groups (e.g., family, peer, cub scouts) and institutions have on individual behavior (e.g., choice of clothes, food, language, recreation, and attitudes toward other people and institutions) and compare these influences with those in other cultures.

3	4	5	6
Introduce comparison within other cultures. (Students have worked with the concepts of group, of influence and of school as an institution.)	Review and reinforce K-3 understanding. Introduce: Identification of some influences groups have on individual behavior (e.g., sports, TV, heroes, clothes). Introduce: School news magazine and/or student oriented news materials.	Review, reinforce and expand K-4 understanding. Introduce: Institutions (e.g., TV, radio, government, etc.) and the influence(s) of the American education system. Introduce the newspaper and discuss its influence.	Review, reinforce and expand K-5 understanding. Introduce comparison of influence groups and institutions with those in other cultures. Introduce: Advertising as an influence molding institution.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: Please see the NOTE, the RESOURCES, and the CAUTION under Judgment Criteria Skill No. 1 above.

Resources and opportunities to build and reinforce this understanding and competency will be found throughout the Social Studies program. This goal can be coordinated with some of specific subdiscipline content areas--sociology/anthropology, political science/government, and economics. The real importance of the goal is to create an awareness of the mutual influence of individuals and groups.

The following resources from the Houghton Mifflin program may be of particular help.

Houghton Mifflin, pages: 36; 70-87; 128-131.	Houghton Mifflin, pages: 75-76; 103-130.	Houghton Mifflin, pages: 58-64; 47-48.

These resources are exemplary rather than inclusive.

TEACHER NOTES AND RESOURCES:

4. Students will be able to identify alternative responses to a dilemma situation, consider the possible consequences of each response, and to select and defend a position on one of those responses.

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3	4	5	6
Review, reinforce and expand K-2 understanding and skills. (Students have identified situations in which a choice can be made, made a choice and defended that choice--answered the question "Why?".)	Review, reinforce and expand K-3 skills and understanding. Introduce the identification of alternative response(s) to a dilemma situation (at least two responses).	Review, reinforce and expand K-4 skills and understanding. Introduce the consideration of the possible consequences of responses and the selection and defense of a position on one of those responses.	Review, reinforce and expand K-5 skills and understanding.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: Please see the NOTE, the RESOURCES, and the CAUTION under Judgment Criteria Skill No. 1 above.

The opportunity to build and reinforce achievement toward this goal will be found throughout the elementary curriculum, and the Social Studies program. Be sure to check each lesson of the Houghton Mifflin program for such opportunities. The following resources from the Houghton Mifflin program may be particularly useful.

Houghton Mifflin, pages: 135-138; 164-168.	Houghton Mifflin, pages: 64-67; 138-139.	Houghton Mifflin, pages: 210-215; 407-411.

TEACHER NOTES AND RESOURCES:

5. Students will be able to explain the meaning and implication of equal access to opportunity.

Not applicable below the 4th grade level of readiness and maturity.	Introduce: The meaning of "equal access to opportunity." Introduce an appreciation of the American education system. Introduce work and occupation study and selection.	Review, reinforce and expand 4th grade knowledge and understanding.	Review, reinforce and expand 4-5 grade skills and understanding. Introduce implication(s) of equal access to opportunity.

RESOURCES

Not applicable.

NOTE: No special resources have been identified. However, this is an important element in today's world, as indicated by Title IX and Affirmative Action programs.

C A U T I O N: Care must be taken to avoid racial and sexual bias in all respects. Efforts need to be made to insure positive attitudes in this respect.

TEACHER NOTES AND RESOURCES:

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6. Students will be able to identify values thought to be so essential for group or community well-being that they have been made into law.

3	4	5	6
This competency is not directly sequenced below the 4th grade level. It has been coordinated with Judgment Criteria Skill No. 1.	Introduce: Identify and discuss values thought to be so essential for classroom and school well-being that they have been made into rules.	Review, reinforce and expand Grade 4 skills. Expand to include community well-being.	Review and reinforce Grade 4-5 skills. Introduce: Cultural comparisons.

RESOURCES

Not applicable.

NOTE: No specific resources have been identified for the teaching of this competency. Examples are many within the school and the community. Promptness is valued, the school has a rule about tardy bells, etc. Explore the safety or sanitation laws within the community. At the 6th grade level customs, traditions, etc., of the cultures studied will provide the entry into discussions about the rules of various societies.

TEACHER NOTES AND RESOURCES:

7. Students will be able to identify sources of help for the resolution of personal conflict to be used when or if needed.

Introduce and reinforce each year (K-3) sources of help when and if needed (parents, block parents, teacher, principal, school secretary, school nurse, police, etc.).	Re-introduce sources of help for the resolution of personal conflict to be used where or if needed. Expand to counselor, minister and/or peers.	Review, reinforce and expand K-4 skills and knowledge.	Review, reinforce and expand K-5 skills and knowledge.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: In general, this knowledge will be transmitted during the orientation of the student in the early part of the year, and periodically reinforced as needed during the course of the year.

TEACHER NOTES AND RESOURCES:

8. Students will be able to discuss alternative ways of providing for the continuance of the world's resources, and for the reasoned use of those resources for the benefit of all living beings.

Review, reinforce and expand the concept and application of responsibility. Reinforce the wise use of food by direct student involvement. Expand pollution concept to city-wide. Introduce population growth and coordinate with science.

Review, reinforce and expand K-3 skills.

Introduce: Land use and agricultural conservation.

Review, reinforce and expand K-4 skills.

Introduce: Mineral and energy resources and apply conservation principles to these resources.

Review, reinforce and expand K-5 skills.

Introduce concept of international cooperation for conservation resources and oceanic conservation (relate to eco-systems in science).

RESOURCES

See Primary (K-3) Program Guide.

NOTE: The opportunity exists to coordinate this skill in areas other than Social Studies. However, the Houghton Mifflin program is deep in resources throughout its program. Information from the text, from the pictures and from the graphs often provide the vehicle through which to teach other skills and knowledge, particularly in certain geographical and economic concept areas. The specific resources listed below should be considered exemplary rather than inclusive. Teachers should carefully check the Teacher's Guide for each lesson for additional opportunities.

Houghton Mifflin, pages: 102-109; 118-124; 133-139; 154-175; 189-198; 200-205; 216-232; and 267-293.

Houghton Mifflin, pages: 57-59; 62-67; and 95-100.

Houghton Mifflin, pages: 72-76; 91-97; 130-131; 192-200; and 292-307.

TEACHER NOTES AND RESOURCES:

9. Students will be able to explain the moral and legal responsibilities inherent in a contractual agreement as binding on both parties. The contract may be written or oral. Each student will also be able to state the moral, legal, social, and/or economic, etc., penalties apt to occur for failure to "live up to" or achieve the terms of the contract.

Review, reinforce and expand K-2 knowledge. Reinforce the term contract and demonstrate the responsibilities therein. (Students have worked with the notion of a contract as a "promise" and in terms that setting a goal and trying to achieve it is a contract with self. Students have seen and discussed a simple written contract.)	Review, reinforce and expand K-3 skills and understanding. Introduce: Students will be able to explain that classroom rules are an oral contract with other students and the teacher.	Review, reinforce and expand K-4 skills and understanding. Introduce the idea that compromise is a form of contract, that penalties are apt to occur for failure to "live up to" the terms of a contract, and that a written contract is a legal document.	Review, reinforce and expand K-5 skills and understanding. Introduce the moral aspect of contracts in terms of trust, responsibility, reputation, honesty, and the like.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: Although no specific resources are identified, this skill or competency is extremely important to the survival of any society and/or the individuals within the society. The actual means used to provide an opportunity to study and work with contracts is less important than the achievement and understanding. It is assumed that teachers will be able to provide a variety of such opportunities.

TEACHER NOTES AND RESOURCES:

ECONOMICS

BASIC

1. TAXES
2. BUDGETING
3. FINANCING
4. SHOPPING
5. INVESTMENT
6. EFFECTIVE EMPLOYEE
7. "UNION" MEMBERSHIP
8. PRICE DETERMINATION
9. COMPARATIVE ECONOMIC SYSTEMS
10. ADVERTISING/CONSUMER

REQUIRED

11. REINFORCEMENT
12. ALTERNATIVE TAX FORMS
13. INCOME PLANNING
14. LABOR RELATIONS
15. THE VALUE OF A DOLLAR
16. PRODUCTIVITY MEASURE
17. EMPLOYMENT MEASURE
18. WELFARE
19. THE USE OF CREDIT
20. GROWTH LIMITS
21. SYSTEM MODIFICATION (Government)
22. SYSTEM MODIFICATION (Business)
23. BUSINESS CYCLE
24. CONTRACTS
25. CONSUMER PROTECTION
26. BUSINESS ORGANIZATION

ELECTIVE

27. COMPETITION
28. STOCK EXCHANGE
29. BANKING
30. ECONOMIC PHILOSOPHY
31. FREE ENTERPRISE
32. CORPORATION
33. CONSERVATION
34. DISTRIBUTION
35. MODERN ECONOMIC SYSTEM PHILOSOPHIES

ECONOMICS

ECONOMICS

The ability to cope with the reality of limited resources has always been a major survival skill. In an age faced with diminishing resources and growing populations, the fair distribution of those resources, the study of economics, and in particular, personal economics, takes on increasing importance. The ability to manage and budget resources (time, talent, money, goods and services) within limits, can no longer be left to chance at any level of society. The skills involved in personal survival, and through individual survival, the continuance of the society need to be developed early in the learning process and continually and continuously reviewed, reinforced and expanded throughout formal education.

In general, the skills and concepts addressed as economic competencies are important Social Studies skills. However, the opportunity to learn the concepts and to achieve or acquire mastery can and should be integrated through and with other disciplines as well. It is not as important where it is taught as that it is taught. It is anticipated that the quantitative aspects of economics will be correlated with mathematics, that vocational awareness will be correlated and integrated with reading, and that resource availability will be joined with geography and natural or earth science. Responsibility for communication and expression can and should be shared with language arts activities. Aspects of economics form a natural tie to the study of political science and government since many of the issues of government and political science center on economics. On a personal level, the responsibilities of survival for self, family, and community are, at their root, first economic. The opportunity for cooperation and integration are numerous.

3	4	5	6

1. Students will be able to list in chart form, and to give the effects of five alternative ways of taxation. Each student will be able to decide which federal income tax form would be of most benefit to them...given the current income and life style of family "A" and family "B" in a sample case study.

A. STANDARD IDENTIFICATION.

MASTERY: Students will be able to fill out name, address, and telephone number, in writing, and according to standard form.	Introduce the purpose of identification. Re-introduce and expand the standard form.	Review, reinforce and expand K-4 skills. Anticipate 6th grade mastery.	MASTERY: Students will be able to fill out standard identification form including eye and hair color, references, education, mother's maiden name, etc. The student will be able to list five appropriate uses of such identification.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: No specific resource is identified as a vehicle to achieve this skill. Teachers may design their own standard form or obtain a sample identification form from any department store, bank or credit institution.

TEACHER NOTES AND RESOURCES:

B. MONEY: INCOME AND DISPERSAL.

Review and reinforce money buys goods and services. Money is one way of keeping a record of goods and services bought.	Re-introduce money buys goods. Money buys services.	Review and reinforce K-4 knowledge and skills. Introduce: The use of money (i.e., why do we have it?).	Review and reinforce K-5 knowledge and skills. Introduce: Students will be able to list five ways government uses money received from taxation.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 81-85; and 189.	Houghton Mifflin, pages: 91; 166-172; 414-426; 123-126; 393; 409; and 264-268.	Houghton Mifflin, pages: 326-328; 60; 100; 105; and 108-111.

See also Noble and Noble - Everyday Economics.

See also New York Times filmstrips: Our Government in Action and Economics in Our World.

TEACHER NOTES AND RESOURCES:

C. TAXES: PURPOSE AND DISTRIBUTION.

Review, reinforce and expand 2nd grade knowledge. How taxes are distributed (i.e., used). Local level only.	Expand understanding of how taxes are used (distributed) to and from the state level.	Expand to understanding of how taxes are used, distributed to and from the national level.	Introduce: Variant forms of taxation. Introduce services provided by taxation. Review K-5.

3	4	5	6

RESOURCES

See Primary (K-3) Program Guide.

NOTE: See resources under B above.

TEACHERS NOTES AND RESOURCES:

2. Students will be able to plan one month's budget. The budget plan generated shall give evidence of having considered taxes, insurance, credit payments, personal and/or family needs, and savings. Student may choose source and amount of income up to $750.00.

NOTE: The purpose of a budget (K-6) is to see how or where things (time and/or money) are going and to determine and plan better or more efficient use of those things.

A. CHOICE AND PRIORITY.

Review and reinforce the term and meaning of BUDGET.
(Students have been working with time budget and the concept of choice, i.e., opportunity costs.)

Review and reinforce K-3 knowledge and skills.

Introduce individual personal budget (time). Introduce and develop the ability to set priority on the use of personal time.

Review and reinforce the use of personal time budget.

Review and reinforce student ability to prioritize the use of time.

Expand student ability to decide the importance of their use of their time and money.

Review and reinforce the use of personal time budget.

RESOURCES

See Primary (K-3) Program Guide.	No specific resources identified. Development of this skill should proceed in conjunction with other learning opportunities. Teacher example and sharing of lesson plans or time budgeting could be one way to provide an opportunity to develop the skill.

TEACHER NOTES AND RESOURCES:

B. BUDGET CONSTRAINTS (AVAILABILITY and BALANCE).

B-1. Availability. Introduce terms of income and expense in money budget context.	Introduce: Students will be able to keep a log of all the time within a "routine" twenty-four hour period which includes the school day.	Expand: Students will be able to keep a log of all the time used within a "routine" school week period of seven days.	Expand: Students will be able to keep a log of "time used" for a seven-day period.
B-2. Balance. Introduce budgeting of money (hypothetical).	Introduce the concept and potential use of a checking account.	Introduce the use and balancing of a check book.	Expand, review and reinforce the use and balancing of a check book.

RESOURCES

See Primary (K-3) Program Guide.	No specific resources have been identified. Time logs are self explanatory but the teacher can serve as a self resource and example (see NOTE under A above. Sample checks and checking accounts can be obtained from any bank. The balancing aspect of this competency can and should be integrated with mathematics learning; check the mathematics text for possible resources.

TEACHER NOTES AND RESOURCES:

3	4	5	6
C. PLANNING.			
Review, reinforce and expand 2nd grade skills. (Students, as a group, will be able to plan--budget--the activities of one hour per day to complete a class project.)	Introduce: Project a plan using all the time available within a twenty-four hour period. Review 3rd grade skills.	Introduce and expand: Project a plan using all the time available within a routine one-week period.	Expand: Project a plan using all the time within a one week period. Plan a project, the time needed and the sequence of time usage needed, and the duration of time for each event in the sequence needed to complete the project.

RESOURCES

See Primary (K-3) Program Guide.

No specific resources have been identified. It is anticipated that this competency will be included as a part of instruction together with other skills as described above.

TEACHER NOTES AND RESOURCES:

3. Students will be able to compare three ways of financing a major personal purchase, and to select the way best suited to the student's purpose and desired economic status (situation may be hypothetical or contained within a case study or simulation).

Review, reinforce and expand K-2 skills. (Student involvement in operating a token economy and/or a mini-society.)	MASTERY: In a token economy or mini-society, the student will be able to purchase... Review K-3 skills.	Introduce: Buying on credit--meaning and purpose.	Introduce: The concept of the appropriate use of buying on credit.

RESOURCES

See Primary (K-3) Program Guide.	No specific resources have been identified. The goal can be achieved in correlation with other goals in this economic section. One interesting activity might be to have students compare attitudes on credit buying on a cross-age basis, e.g., grandparents, parents and older brothers and sisters.

TEACHER NOTES AND RESOURCES:

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4. Students will be able to plan their buying for one week from sales and newspaper advertising. Each student will be able to itemize, compare and distinguish between and/or among best buys, and to explain the reasons for the selections made.

Review, reinforce and expand K-2 skills. Students will be able to itemize, compare and distinguish two items by use of the monetary system with a newspaper and/or physical presence. (Maximum amount $2.00.)	Review, reinforce and expand K-3 skills. Introduce: Forms of advertising (newspaper, radio and TV, "word of mouth," etc.	Review, reinforce and expand K-4 skills. Introduce: Comparative advertising within a newspaper unit.	Review and reinforce K-5 skills. Comparative buying using, e.g., Christmas advertising and a specified amount to spend (maximum amount $15.00).

RESOURCES

3	4	5	6
See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 224-225; 229-232.		Houghton Mifflin, pages: 194; 196-198; and 353.
	See also Noble and Noble - Everyday Economics.		
	See also Spokane Daily Chronicle and The Spokesman Review.		
TEACHER NOTES AND RESOURCES:			

5. Students will be able to compare five ways to invest saved money, select the one most appropriate to the student's desired way of life, and give reasons for the selection made (e.g., savings account, real estate, insurance, loans, stocks and bonds, art and collections, etc.).

3	4	5	6
Review, reinforce and expand K-2 skills. Provide opportunity for students to experience the process of saving for a specific item of the student's choice (must be realistic according to the student's resources). (Students have dealt with the concept of banking and savings and with the idea of interest in relationship to savings.	Review, reinforce and expand K-3 skills. Introduce: Personal and bank loans and savings--including interest. (Coordinate with math.) Introduce: Collection. Set some criteria for collectibles. Value may be nonmonetary.	Review and reinforce K-4 skills and knowledge. Expand personal and bank loans and savings including interest. Introduce terms collateral and credit. (Coordinate with math.) Define collection and list collectibles.	Review and reinforce K-5 skills and knowledge. Personal and bank loans and savings--include terms and concepts of interest and collateral, and building credit. Why collections grow in value. (Scarcity, supply and demand.)

RESOURCES

See Primary (K-3) Program Guide.

Houghton Mifflin, pages: 98-100; 127-130.

Houghton Mifflin, pages: 342-349.

See also Noble and Noble - Everyday Economics.

TEACHER NOTES AND RESOURCES:

6. Students will be able to identify and list not less than five characteristics of an effective employee and of an effective employer. For each characteristic listed, the student will be able to describe the characteristics and to explain its inclusion and its relative importance.

Sample list of characteristics: Communication, conflict resolution, decision-making ability, support of coworkers, motivation of self, motivation of coworkers, ability to handle or balance pressure, attendance, promptness, assuming responsibility for self, materials, and actions, honesty, enthusiasm, ability to follow through on directions, initiative, teachability/learnability, doing the best job possible (dedication), attitude, use of time, knowledge/experience, ambition, long-term employment, potential, etc.

Expand the concept of the effective school citizen (helper) to responsibility for self action and the effect of self action on others. Coordinate with career awareness.

Introduce the characteristics of an effective employee or student (see list above).

Coordinate with career awareness.

Review and reinforce the characteristics of an effective employee or student (see list above).

Coordinate with career awareness.

Review, reinforce and expand the characteristics of an effective employee or student (see list above).

Coordinate with awareness.

RESOURCES

See Primary (K-3) Program Guide.

No specific resources have been identified although learning opportunities occur throughout the Social Studies program and throughout the entire school day. In one respect this is a human relations skill competency, thus, specific characteristics, e.g., promptness, may be addressed as the need or opportunity arises during the normal course of classroom events.

TEACHER NOTES AND RESOURCES:

7. Students will be able to explain visually (chart, graph, or illustration) the manner in which prices on a specific commodity or service is set by the market system in a money standard economy. The explanation must take into account the factors of scarcity, supply and demand, employment, factors of production and distribution, market fluctuation, taxes, profit and loss. (Sample specific commodity: canning jar lids, a gallon of gas, a toaster, a new house, an electrician's hour.)

NOTE: Students will be able to define scarcity and distribution and be able to explain how the market system is an attempt to solve the problems arising from supply and demand and from unequal distribution.

Review and reinforce the terms and concepts of "Market Specialization," and "Economic Choice." Introduce: Markets for goods and markets for services. Review unlimited wants against limited resources.	MASTERY: Of term and concepts "SCARCITY" and "MARKET." Introduce terms and concept of geographic and occupational specialization. Introduce 4th grade schematic diagram of the market system (see next page).	Review and reinforce definitions of scarcity, geographic and occupational specialization, and the market--give an example of each. Introduce terms and concepts: technology, money, transportation, land (why communities district in certain areas), labor and capital in the context of the market system. Students will be able to explain how the market determines the goods and services to be produced. Introduce the 5th grade schematic diagram of the market system (see following diagram).	Review and reinforce - Grades 4-5. Introduce the role of spending and saving and of levels of income and employment in the market system. Introduce: Market modifications. Introduce the 6th grade schematic diagram of the market system (see following pages).

RESOURCES

See Primary (K-3) Program Guide.

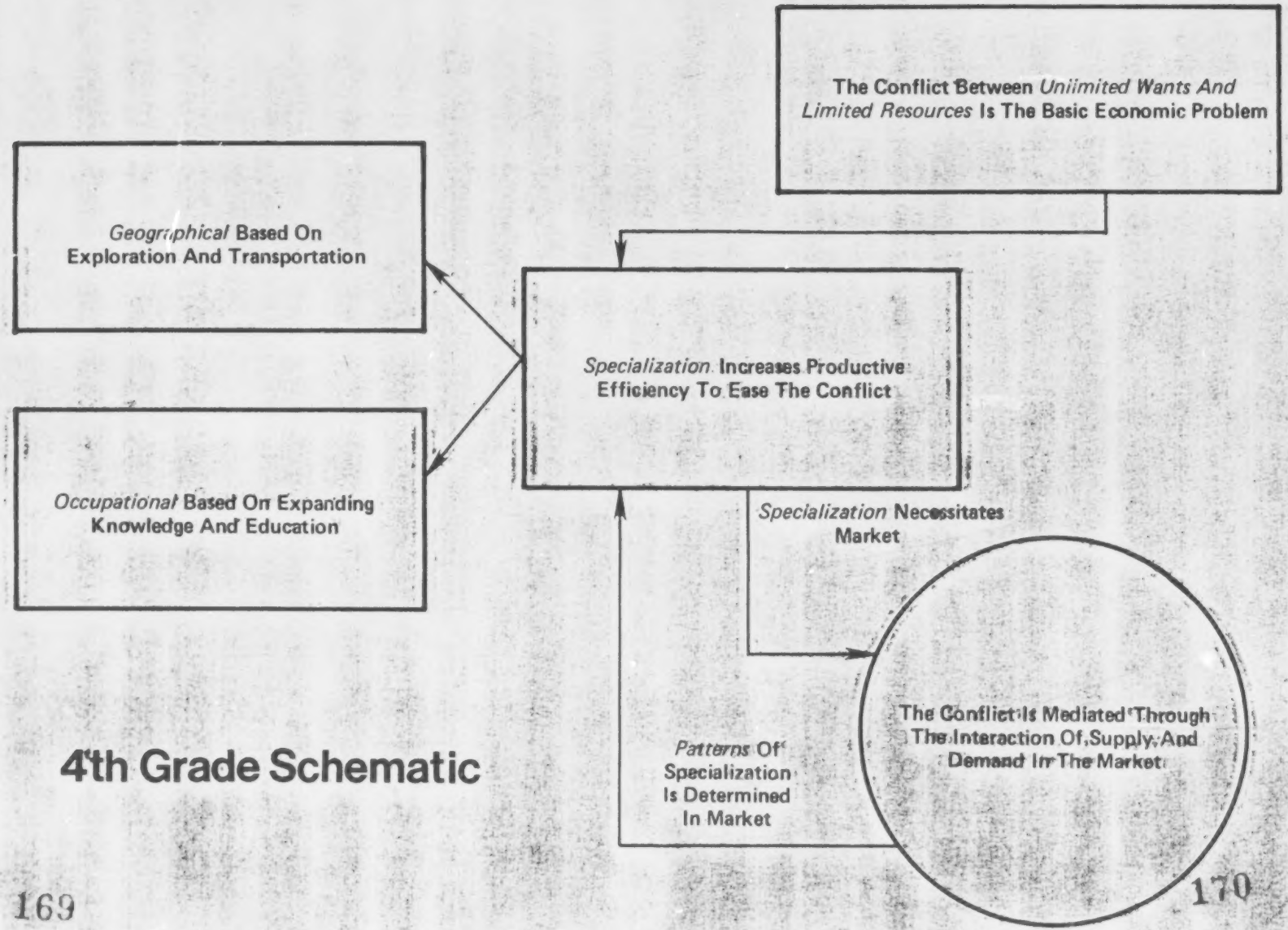
NOTE: The schematic diagrams presented on the following pages of this guide are one very important resource. See also the Noble and Noble - Everyday Economics program appropriate to your grade level.

Houghton Mifflin, pages: 81-85; 229-231; 189. Technology: 60-68; 105-106; 155-156; 189; 272-275; 316-317 and 319.

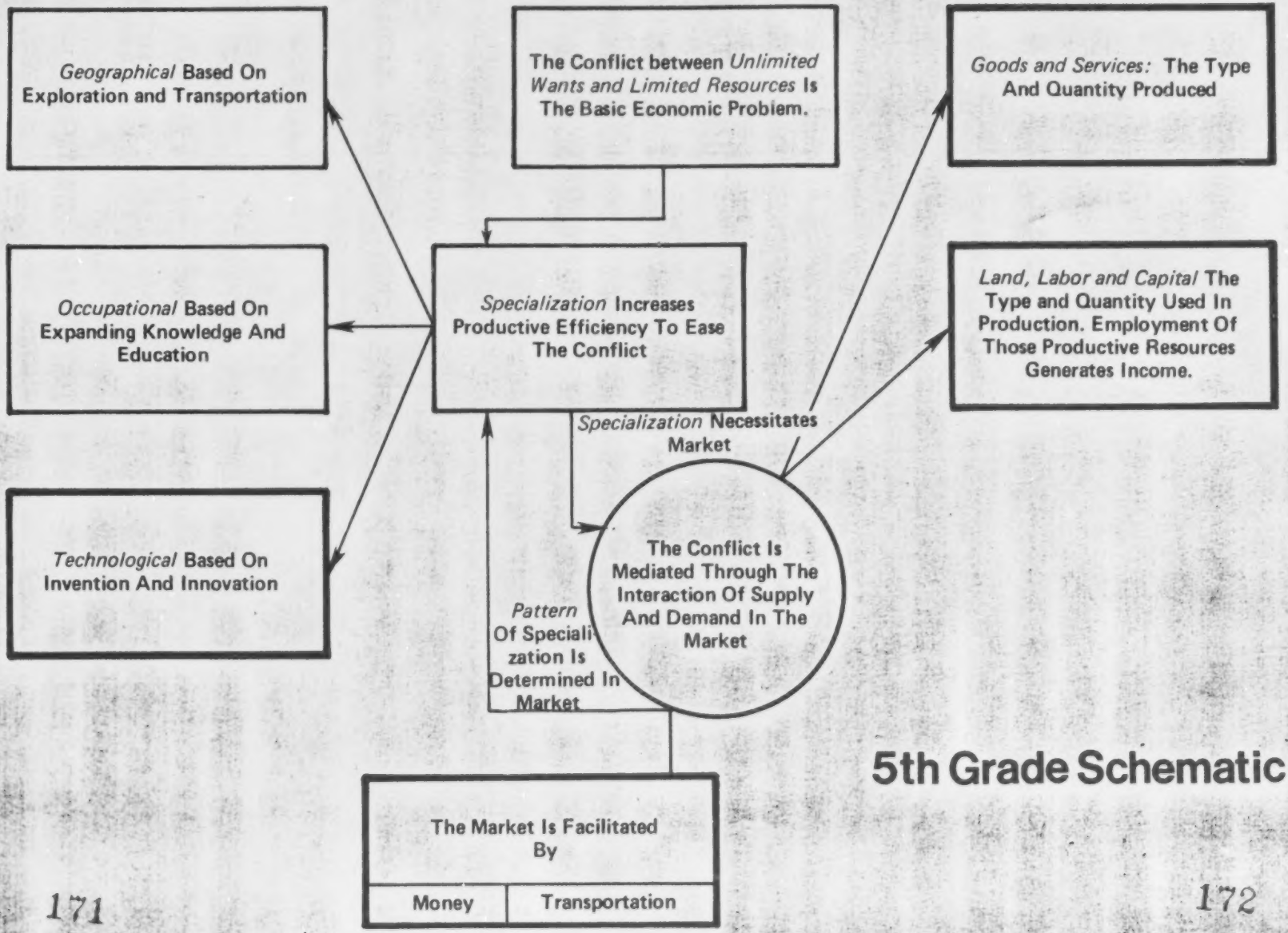
Houghton Mifflin, pages: 127-130; 166-172; 344-366; and 393-395.

Houghton Mifflin, pages: 326-328; 52-57; 292-299; 300-307; 308-311; 312-322; 324-328; 329-341; 342-357.
New York Times filmstrips: Buyer Be Wise and Economics in Our World.

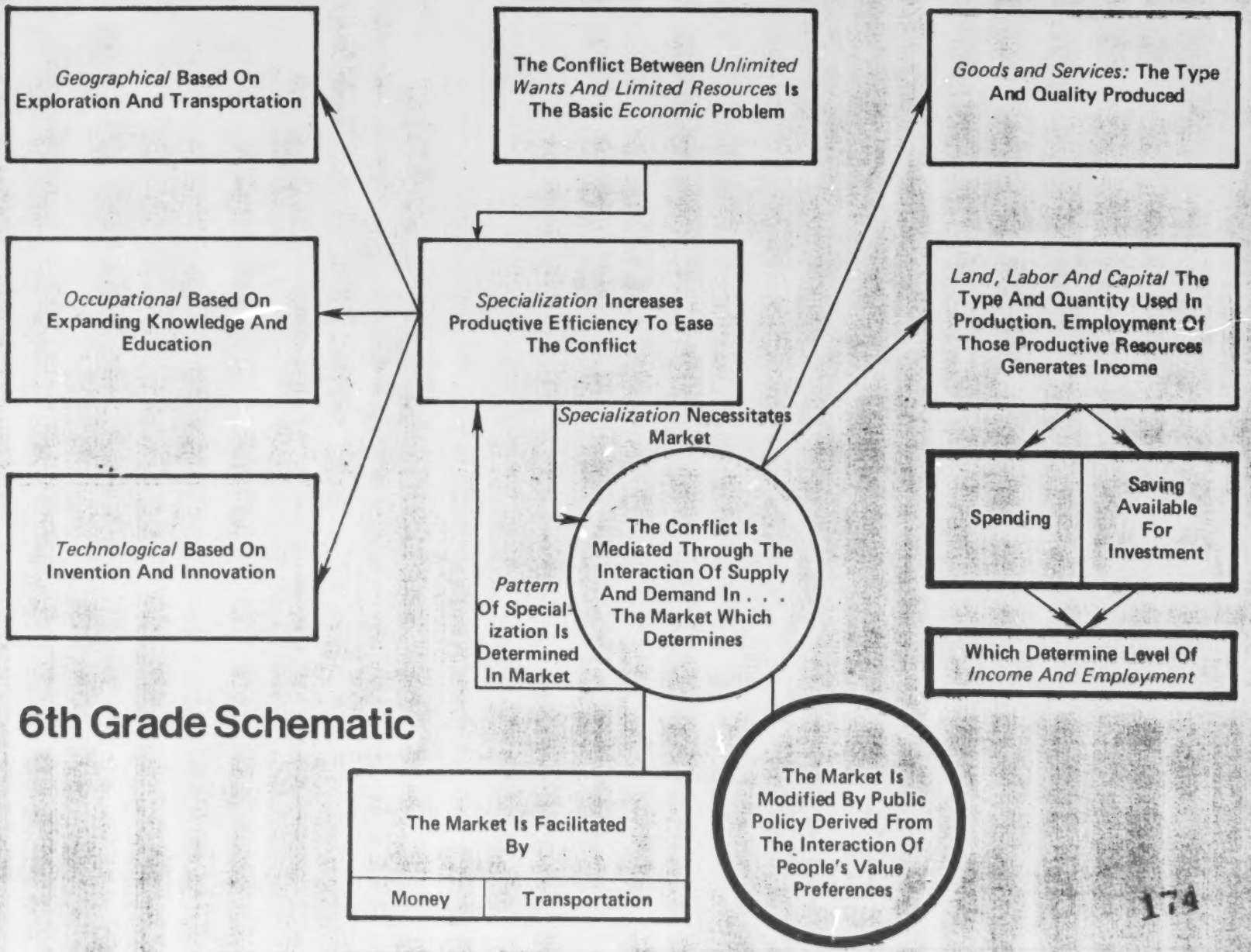
TEACHER NOTES AND RESOURCES:


The Conflict Between *Unlimited Wants And Limited Resources* Is The Basic Economic Problem
Geographical Based On Exploration And Transportation
Occupational Based On Expanding Knowledge And Education
Specialization Increases Productive Efficiency To Ease The Conflict
Specialization Necessitates Market
The Conflict Is Mediated Through The Interaction Of Supply And Demand In The Market
Patterns Of Specialization Is Determined In Market

4th Grade Schematic

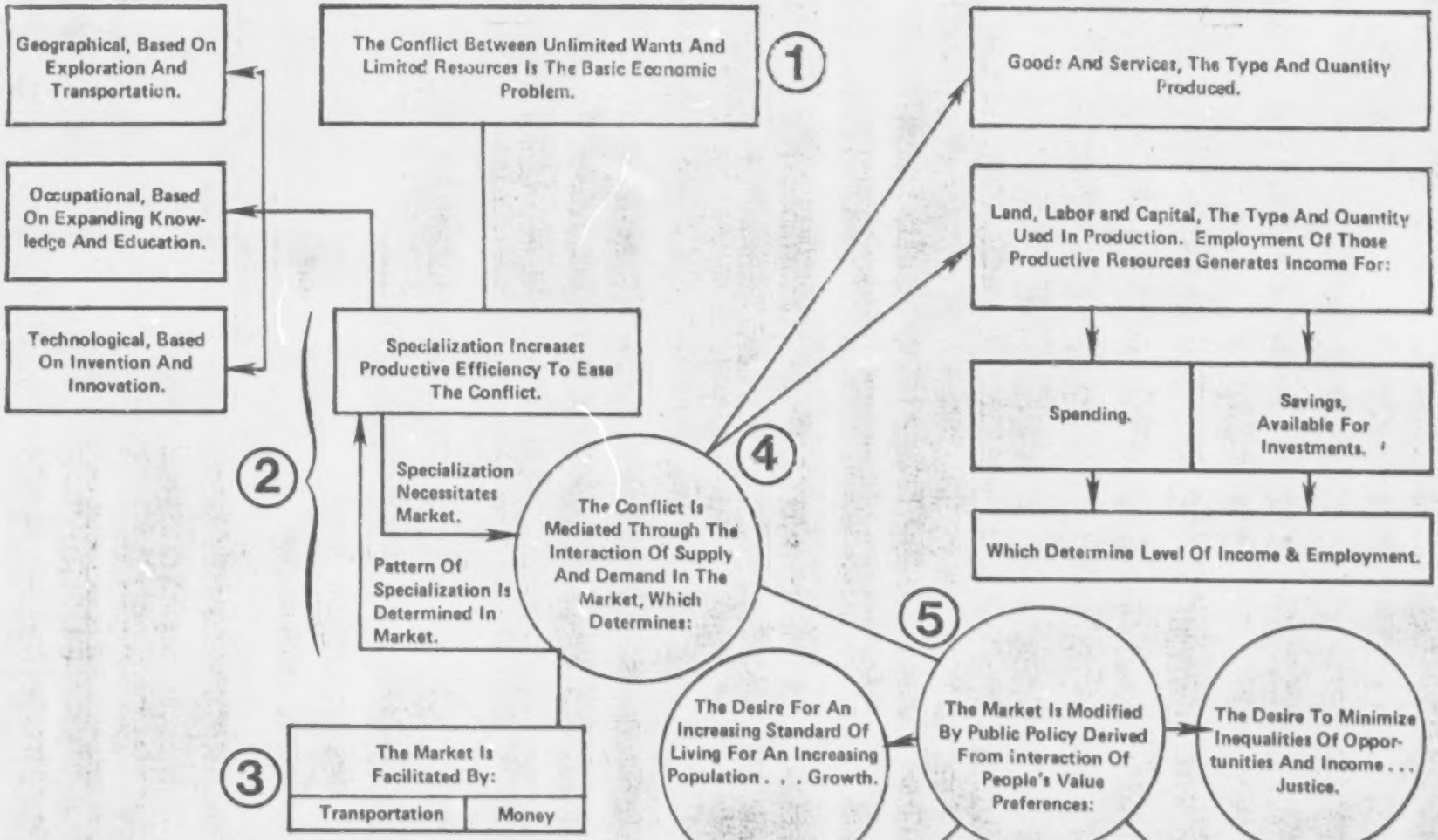

Geographical Based On Exploration and Transportation
The Conflict between *Unlimited Wants and Limited Resources* Is The Basic Economic Problem.
Goods and Services: The Type And Quantity Produced
Occupational Based On Expanding Knowledge And Education
Specialization Increases Productive Efficiency To Ease The Conflict
Land, Labor and Capital The Type and Quantity Used In Production. Employment Of Those Productive Resources Generates Income.
Specialization Necessitates Market
Technological Based On Invention And Innovation
The Conflict Is Mediated Through The Interaction Of Supply And Demand In The Market
Pattern Of Specialization Is Determined In Market
The Market Is Facilitated By
Money
Transportation

5th Grade Schematic


Geographical Based On Exploration And Transportation
Occupational Based On Expanding Knowledge And Education
Technological Based On Invention And Innovation
The Conflict Between *Unlimited Wants And Limited Resources* Is The Basic *Economic* Problem
Specialization Increases Productive Efficiency To Ease The Conflict
Specialization Necessitates Market
Pattern Of Specialization Is Determined In Market
The Conflict Is Mediated Through The Interaction Of Supply And Demand In . . . The Market Which Determines
Goods and Services: The Type And Quality Produced
Land, Labor And Capital The Type And Quantity Used In Production. Employment Of Those Productive Resources Generates Income
Spending
Saving Available For Investment
Which Determine Level Of *Income And Employment*
The Market Is Facilitated By
Money
Transportation
The Market Is Modified By Public Policy Derived From The Interaction Of People's Value Preferences

6th Grade Schematic

FUNDAMENTAL IDEAS OF ECONOMICS -- DIAGRAM


Geographical, Based On Exploration And Transportation.
Occupational, Based On Expanding Knowledge And Education.
Technological, Based On Invention And Innovation.
The Conflict Between Unlimited Wants And Limited Resources Is The Basic Economic Problem.
1
Specialization Increases Productive Efficiency To Ease The Conflict.
2
Specialization Necessitates Market.
Pattern Of Specialization Is Determined In Market.
The Conflict Is Mediated Through The Interaction Of Supply And Demand In The Market, Which Determines:
3
The Market Is Facilitated By:
Transportation
Money
4
Goods And Services, The Type And Quantity Produced.
Land, Labor and Capital, The Type And Quantity Used In Production. Employment Of Those Productive Resources Generates Income For:
Spending.
Savings, Available For Investments.
Which Determine Level Of Income & Employment.
5
The Market Is Modified By Public Policy Derived From Interaction Of People's Value Preferences:
The Desire For An Increasing Standard Of Living For An Increasing Population . . . Growth.
The Desire To Minimize Inequalities Of Opportunities And Income . . . Justice.
The Desire For Continuity Of Income In The Face Of Physical And Economic Hazards . . .Security.
The Desire For A High Level Of Employment Without Inflation . . . Stability.
The Desire Of Producers To Select Their Occupations And Consumers To Dispose Of Their Income Wisely . . . Freedom.

Fundamental Ideas of Economics

(1) The central idea of economics is the scarcity concept, name, that every society faces a conflict between unlimited wants and limited resources.

(2) Out of the scarcity concept a family of ideas emerge. Because of scarcity, man has tried to develop methods to produce more in less time, or more with less material and in shorter time. Various types of specialization were discovered in order to overcome the conflict between unlimited wants and limited resources. We specialize geographically, occupationally, and technologically.

(3) Because of specialization, we are interdependent; interdependence necessitates a monetary system and a transportation system.

(4) Men had to discover an allocating mechanism and this is the market, where through the interaction of buyers and sellers price changes occur. Prices determine the pattern of production, the methods of production, income distribution, and the level of spending and saving, which, in turn, decide the level of total economic activity.

(5) The market decision is modified by public policies, carried out by the government, to assure welfare objectives. These welfare objectives are determined in the United States through the political interaction of 200 million people that generates thousands of welfare objectives that can be reduced to five: attempts to accelerate growth, to promote stability, to assure economic security, to promote economic freedom, and to promote economic justice.

3	4	5	6

8. Students will be able to identify and state the benefits and problems of belonging to an appropriate union, professional organization or management association. For each benefit stated, the student will be able to explain the source and importance of that benefit, for each problem, the student will be able to explain the source or reason for that problem.

Not applicable below the 4th grade level of readiness and maturity except as may be coincidental with other Social Studies skills and economic competencies.	Introduce the concept of "strength in unit."	Introduce: Union and union-type organization. Introduce purpose of organization--strength in unity, goal setting and negotiation. Introduce benefits of protection and safety.	Expand kinds of organizations according to membership. Reinforce purpose--strength in unity and goal setting. Introduce prupose and meaning of negotiation. Introduce benefits of working conditions and wages.

RESOURCES

Not applicable.	No materials or resources have been specifically identified. Resources and opportunities can be coordinated to some degree with other economic goals (especially No. 7 above) within this section.

TEACHER NOTES AND RESOURCES:

9. Students will be able to synthesize in visual form (chart, graph, illustration) the concepts of socialism, communism, and capitalism, in terms of the goals, the effects and the incentives or means of each.

NOTE: This competency does not apply below the 7th grade level of readiness except as may be specified or inferred about capitalism from other competencies. Such inferential elements may be found among the competency goals and components of economics, political science/government, and sociology. The Houghton Mifflin program does specifically refer to capitalism in the 5th and 6th grade years.

RESOURCES

Not applicable.	Not applicable.	Houghton Mifflin, pages: 98-100; 127-130; 166-172; 203, and 352-356.	Houghton Mifflin, pages: 342-345.

TEACHER NOTES AND RESOURCES:

10. Students will be able to identify and explain an example of five purposes, five techniques, and the effects of advertising on the consumer, etc., within our economic system.

3	4	5	6
Introduce: Students will be able to analyze classified ads appropriate to grade level. Students will be able to make up their own classified ad and translate to poster.	Introduce: Various media used in advertising. Discuss packaging and prizes. Students will be able to prepare and run a one-day campaign, e.g., cleanup the school grounds. Introduce: The Slogan as a technique.	MASTERY: The student will be able to list five media (or places) where advertising is found. Introduce entertaining and informative purposes of advertising. Review slogan technique. Introduce: Personal endorsement techniques.	Re-introduce and expand packaging. Introduce coupon and premium. Review entertainment and informative purposes. Introduce demand creating, persuasion and attraction purposes. Introduce use of consumer's guide or consumer reports. Review previous techniques and appeals. Introduce: Pressure to conform--or not to conform; appeal to vanity. Introduce: Common advertising terminology, e.g., "new-improved," "more for your money," etc.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages 224-225.	Houghton Mifflin, pages 351-357.

Resources from newspapers, magazines, TV and radio, etc., abound. Teacher imagination is probably the best resource.

TEACHER NOTES AND RESOURCES:

GEOGRAPHY/ENVIRONMENT

SPECIAL RESOURCE: NYSTROM'S WHERE AND WHY PROGRAM

GEOGRAPHY/ENVIRONMENT

BASIC	REQUIRED	ELECTIVE
1. SELF LOCATION	12. TRIP PLANNING	15. SPOKANE GEOLOGY
2. NATURAL FEATURES (Maps)	13. NATIONAL INTERDEPENDENCE	16. ENVIRONMENTAL IMPACT
3. PEOPLE-MADE FEATURES	14. NATIONAL STATUS AND LOCATION	17. CARTOGRAPHY
4. DISTANCE	A. EARTH PHENOMENA	
5. LOCATION-CULTURE	B. METEOROLOGICAL MAPS & MEASUREMENT	
6. MAP SCALE		
7. SPOKANE ENVIRONMENT		
8. POPULATION MAPS		
9. MAP DISTORTIONS		
10. HISTORICAL MAPS		
11. THE SPOKANE "ECOLOGICAL- ECONOMIC" CHAIN		

GEOGRAPHY/ENVIRONMENT

Geography is to the Social Studies as Social Studies is to the remainder of the curriculum. It is the bedrock from which the other Social Studies subdisciplines spring. Economics of a particular region cannot be understood except from the geography of that region. Culture, heritage, history and sociology cannot be understood except as they are affected by the lay of the land and the climate where people live. The isolation of a valley, or of an island, the growing season of the latitudes, the rainfall of a desert...all of these affect the living conditions and the life-style of a people, e.g., it is interesting to note that the longitudinal novels of a James Michener each begin with a geographical and geological exposition of the area in which the story takes place.

As identified and defined, sequentially, these goals can be integrated with the reading program on each level. These goals can be integrated at appropriate times with mathematics, particularly in basic skills of addition, subtraction, and distance measurement. At the more advanced levels, ratios of scale, time and distance, and fuel consumption, etc., may be integrated. There is also integration potential which can be developed and used with certain components of Earth Science, particularly, those dealing with climate, weather and earth movement. Finally, as the Social Studies goals are further developed, opportunities for integration will be identified in the subdisciplines of economics, history, heritage, culture, health, etc.

Opportunities do exist to show that geography study is, in fact, an essential part of understanding all forms of life, including our own.

1. Students will be able to locate themselves physically in relation to the major points of interest/activity within the Spokane Metropolitan Area and the pacific northwest (i.e., Washington, Oregon, Idaho, and Montana). The student will be able to give accurate directions describing the most efficient route to arrive at specific destination(s).

A. DIRECTION.

MASTERY: North, south, east and west.	MASTERY: Four main directions (NSEW). Introduce the compass rose.	Review and reinforce the compass rose and coordinate with physical orientation.	MASTERY: The compass rose and physical orientation to the compass rose.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 52-59; 130-131; 325-329; and 332-333.	Houghton Mifflin, pages: 230-254; 257; 279; 306; and 458-459.	Houghton Mifflin, pages 446-447.

See also program sequence for Nystrom's: Where and Why, cassettes 3, 4, 5 and 6.

TEACHER NOTES AND RESOURCES:

B. GRID SYSTEM

Introduce: Latitude and longitude.	Introduce: The Grid System: latitude and longitude form a grid system.	Review and reinforce understanding of, and skill in, the use of the grid system.	MASTERY: Students will be able to demonstrate their ability to understand and use a grid system (by locating themselves specifically in the city of Spokane on a city map).

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 52-59; 130-131; 206-211; and 320-333.	Houghton Mifflin, pages: 59; 147; 209; 230; 254; 257; 306; 326; 371; 414; 422; 432; and 452-453.	Houghton Mifflin, pages: 72; 154; 183; 217; 266-267; 404 and 444-451.

See also Nystrom's: Where and Why Program, Cassettes 7-10.

TEACHER NOTES AND RESOURCES:

C. SCALE AND MEASURE.

Introduce: Relative size--city, county, state, country, continent, world. Relationship whole to the part. (Students have used simple tools of measure, e.g., paper clip.)	Introduce: The use of a ruler in scale and measure, the use of a map scale.	Review and reinforce grade 4 skills. Demonstrate the comparison of scale.	MASTERY: Students will be able to use scale to measure distances in miles (kilometers) between specified locations.

3	4	5	6

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 206-208; and 328-331.	Houghton Mifflin, pages: 147; and 460-461.	Houghton Mifflin, pages 446-451.

See also Nystrom's: Where and Why Program, Cassette No. 13.

TEACHER NOTES AND RESOURCES:

D. BOUNDARIES.

E. TERM AND SYMBOL.

NOTE: At the intermediate level these two components tend to flow together, as man-made devices to identify locations.

Boundaries not applicable. Students know some geographic land form terms: ocean, continent, hemisshere, river, etc.	Introduce: Natural boundaries and people made boundaries.	Expand: Students will be able to identify political (national and international boundaries.	MASTERY: Students will be able to identify and differentiate the symbols for an international and a state (or "provincial") boundary.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 52-59; 130-131; 206-211; and 324-333.	Houghton Mifflin, pages: 59; 230; 254; 257; 279; 293; 306; 326; 371; 414; 422; 432; 452 and 461.	Houghton Mifflin, pages: 72; 266-267; 399; and 444-449.

See also the Nystrom Where and Why program throughout. Cassettes 17 and 18 will be particularly useful.

TEACHER NOTES AND RESOURCES:

2. Students will be able to define and identify the natural geographic features of the earth by sketching or identifying pictures of those features and relating the picture to the appropriate term and map symbol. (Paper Maché, etc., constructions also fulfill this competency.)

A. COLOR CODE.

Mastery of major primary map and globe colors--blue and yellow.	Review and expand K-3. Introduce full color map. Students will be able to differentiate between land and water on a map or globe.	Review and reinforce K-4 knowledge and skills. Students will be able to identify adjacent colors on a relief map and to specify the elevation of selected sites.	Review and reinforce K-5 skills.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 28-31; 144-151; 178-188; and 206-211.	Houghton Mifflin, pages 49-56.	Houghton Mifflin, pages: 130-131 and 448-451.

See also Nystrom's Where and Why Program, Cassettes 14-16.

TEACHER NOTES AND RESOURCES:

3	4	5	6
B. LAND FORM.			
Review and reinforce K-2 knowledge and skills. (Identification of features by pictures--mountains, rivers, oceans, lakes, hills, valleys, etc.)	Introduction of physical relief maps. Relate pictures to map features. Students will be able to identify land, water, and coastline on a map. Students will be able to identify by shape (silhouette) and to label the continents and major bodies of water.	Review and reinforce K-4 knowledge and skills.	Review and reinforce K-5 knowledge and skills.
RESOURCES			
See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 165; 168; 173; 182; 206-211; 240-241; 324-333.	Houghton Mifflin, pages: 279; 293; 306; 326; 371; 414; 422; 432; 452-461.	Houghton Mifflin, pages: 72; 154; 183; 199; 266-267; 317; 404; 444-451.
	See also Section A - Color Code above. See also Nystrom's Where and Why Program, Cassettes 15 and 16.		
TEACHER NOTES AND RESOURCES:			
C. ELEVATION.			
Not applicable.	Introduce: Students will be able to specify upper and lower limits of elevation for the color intervals on a selected map.	MASTERY of upper and lower limits of elevation for the color intervals on selected maps.	Review and reinforce 5th grade mastery.

RESOURCES

Not applicable.

See resources identified in components A and B above.

TEACHER NOTES AND RESOURCES:

D. LOCATION.

E. TERM AND SYMBOL.

NOTE: At the intermediate level these two components tend to flow together.

Introduce: Students will be able to name and identify selected features on a map and/or globe.

Introduce "key" and "legend." (See component B above.)

Introduce: Students will be able to name and locate the continents in the north, south, east and west hemispheres, and to identify the source and mouth of rivers.

Introduce: Students will be able to locate and name the major bodies of water on a map of the United States.

Review and reinforce: Students will be able to locate and name the major bodies of water and land forms on each of the continents of the world.

RESOURCES

See Primary (K-3) Program Guide.

See the resources identified in the previous components of this goal above.

TEACHER NOTES AND RESOURCES:

3. Students will be able to read a map and/or globe by identifying the symbols which represent people-made features. Students will be able to locate these features by the nearest latitude and longitude and/or the grid identification pattern of the selected map.

A. DIRECTION.

MASTERY: North, south, east and west.	Introduce: Students will be able to state the relationship between two locations on a map in terms of north, south, east and west.	Review and reinforce K-4 skills. Students will be able to indicate direction or directional coordinates (i.e., north, south, etc.) on a map of the United States or any major part thereof (viz, a state or group of states).	Review and reinforce K-5 skills. Expand to the extent that students will be able to locate countries by hemisphere and continent. Students will be able to locate cities by nearest longitude and latitude.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 52-59; 130-131; 325-329; and 352-353.	Houghton Mifflin, pages: 230; 254; 257; 279; 306; 458-459.	Houghton Mifflin, pages 446-447.

See also Nystrom's Where and Why Program, Cassettes 7-10.

TEACHER NOTES AND RESOURCES:

B. LOCATION.

C. GRID SYSTEM

Not applicable beyond direction (see A above).	Introduce: Grid system as key to location of cities and places on a map. Introduce: The identification of points of interest along a common longitude or latitude, read and list printed names.	Review and reinforce latitude and longitude. Students will be able to recognize, name and locate the states of the Union on a map. They will also be able to locate any given state according to the region of its location. (See component D above.)	Review and reinforce longitude and latitude. Students will be able to locate countries (as prescribed by the Houghton Mifflin and Nystrom programs) on a map and/or globe. MASTERY: Students will be able to locate any city according to its nearest longitude and latitude.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 52-59; 130-131; 206-211; and 320-333.	Houghton Mifflin, pages: 59; 147; 209; 230; 254; 257; 306; 326; 371; 414; 422; 432; and 452-453.	Houghton Mifflin, pages: 72; 154; 183; 217; 266-267; 404 and 444-451.

See also Nystrom's Where and Why Program, Cassettes 7-10 and 18.

TEACHER NOTES AND RESOURCES:

D. TERMS AND SYMBOLS.

(Students have worked with teacher-made keys.)	Introduce: Standard map legends, keys, and symbols, longitude and latitude.	Students will be able to legend to identify cities, population of cities, capitol cities, and state boundaries. Students will be able to use the term northeastern, southern, mountain, pacific northwest, etc.; to describe the major regions or sectors (including time zones) of the United States.	MASTERY: Students will be able to identify and locate the prime meridian, international dateline and the equator. Review and reinforce. Students will be able to identify cities and approximate population of cities from the legend on a map. Students will be able to identify capitol cities, major cities and sea ports.

RESOURCES

See Primary (K-3) Program Guide.	In general, the resources identified above in the other components should also apply here. In addition, these references may prove useful. Houghton Mifflin, pages 240-241. Houghton Mifflin, pages: 165; 168; 173; 182; 206-211; 240-241, and 324-333.	Houghton Mifflin, pages: 58-59; 230-244; 315-339; 414-426; and 454-459. Houghton Mifflin, pages: 279; 293; 306; 320; 371; 414; 422; 432; and 452-461. See also Denoyer Geppert Action Map.	Houghton Mifflin, pages: 72-75; 266-267; 307; 311-322; 404; and 419-428. Houghton Mifflin, pages: 72; 154; 183; 199; 266-267; 317; 404; and 444-451.

TEACHER NOTES AND RESOURCES:

4. Students will be able to measure distances between geographic features (natural and/or people-made) on a selected map or globe within the accuracy of 1/2 of one unit of the scale for that map or globe. (E.g., if 1 inch = 100 miles, accuracy for the total distance must be within 50 miles; 90% accuracy for shorter distances on larger scales.)

Expand K-2 skills on comparison and measurement (students have used hand and paper clip measurements and compared with scale and scale models).	Introduce actual distance measure using map scale.	Review and reinforce 4th grade skills.	MASTERY: Students will be able to use graphic scale to measure distance in miles (kilometers) between specified locations on selected maps or globes.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 206-208, and 328-331.	Houghton Mifflin, pages: 147; and 460-461. See also Denoyer Geppert Action Map Program.	Houghton Mifflin, pages 446-451.

See also Nystrom's Where and Why Program, Cassette 13.

TEACHER NOTES AND RESOURCES:

5. Students will be able to predict, from a map and/or globe which shows elevation, longitude and latitude: (A) The basic climate of a designated area, and (B) the status of the culture of the people living in that area. Students will be able to verify those predictions from the appropriate existing maps and narratives about the people, and to account for the discrepancies between prediction and the actual situation.

A. SEASONAL DIFFERENCE - LATITUDE AND LONGITUDE.

Student will be able to read, observe and record times of sunrise and sunset using a newspaper. (Students have observed changes in season and recorded temperatures through the seasons.)	Introduce and demonstrate the concept that an increase in latitude is related to a decrease in yearly average temperature.	Review and reinforce grade 4 knowledge and skills. Anticipate 6th grade mastery.	MASTERY: Students will be able to state and to prove that an increase in latitude is related to a decrease in yearly average temperature. They will be able to use this generalization to explain differences in yearly average temperature for two locations at the same elevation.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 131; 240-241; 101-102; 110-117; 126-132; and 209-211.	Houghton Mifflin, pages: 44-48; 58-59; 230-244; 315-339; 414-426; and 454-459.	Houghton Mifflin, pages: 72-75; 130-131; 187; 266-267; 307; 311-322; 404; and 419-428.

See also Nystrom's Where and Why Program, Cassette 13.
See also Denoyer Geppert Action Map Program.

TEACHER NOTES AND RESOURCES:

B. ELEVATION.

Students will be able to look at a relief map and to predict differences in elevation the student might experience on a given trip. (Students have been introduced to colors and shades on a map.)	Review and reinforce 4th grade knowledge and skill --anticipate mastery at the 5th grade level.	MASTERY: Students will be able to specify upper and lower limits of elevation from the color intervals on a selected map.	Practice mastered 5th grade skills.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 28-31; 178-188; and 206-211.	Houghton Mifflin, pages 53-56.	Houghton Mifflin, pages: 130-131, and 148-451.

See also Nystrom's Where and Why Program, Cassettes 15 and 16.

See also Denoyer Geppert Action Map Program.

TEACHER NOTES AND RESOURCES:

C. ROTATION AND REVOLUTION.

Introduce: Earth axis. (Students have recorded seasonal and temperature changes.) Introduce terms "climate" and "weather."	MASTERY: Students will be able to define earth's axis as an imaginary line, pole-to-pole, through the earth's center. MASTERY: Students will be able to define and explain the difference between climate and weather. Introduce: The phenomena of the seasons and the causes of seasons.	Review and reinforce the seasons and their causes. Anticipate 6th grade mastery.	MASTERY: The student will be able to explain the phenomena of the seasons in the northern hemisphere and to explain why these seasons are opposite those in the southern hemisphere.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 101-102; 110-117; 126-132; 209-211; and 267-271. See also Nystrom's Where and Why Program, Cassettes 19-22.	Houghton Mifflin, pages 44-48.	Houghton Mifflin, pages: 130-131, and 187.

TEACHER NOTES AND RESOURCES:

D. MAP INTERPRETATION.

Differentiate between the terms "climate" and "weather." (Students have been introduced to flat map/globe comparison.)	MASTERY: From a relief map and/or globe, students will be able to compare mountainous regions in terms of altitude. Introduce: Special maps and intercompare agricultural productivity, rainfall and growing season--compare with elevation relief and latitude and longitude.	MASTERY: Students will be able to determine annual rainfall in selected United States regions from rainfall maps. MASTERY: Students will be able to determine the number of yearly frost free days in a selected area of the United States. Introduce: The use of special maps, i.e., variables, discrepancies, and distortion.	MASTERY: Students will be able to explain agricultural productivity based on relief maps, longitude and latitude, elevation, rainfall and growing seasons. Students will be able to compare areas.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 189-198; 200-205; and 248-254.	Houghton Mifflin, pages: 62-63; 19-21; 22-33; 182-183; 199-219; 272-308; 370-374; 383; 388-391; and 423-424.	Houghton Mifflin, pages: 91-97; 130-131; 174-175; 398-417.

See also Nystrom's Where and Why Program, Cassettes 17, 18, 22 and 23.

TEACHER NOTES AND RESOURCES:

3 4 5

6. Students will be able to draw or construct a scaled map which shows the location of the student's individual routine monthly activities (e.g., learning, shopping, eating, playing, worshiping, etc.) and the routes to and from those activities.

Students will be able to trace a route from the classroom to five locations around the school.

Students will be able to make an individual map of the classroom in simple scale.

Introduce: Compass rose and state the relationship of two locations in terms of north, south, east and west.

Students will be able to use a ruler in scale and measure.

Students will be able to identify natural and man-made boundaries.

Introduce: Legends, key... Define a map as a drawing of the earth or part thereof.

Review and reinforce K-4 knowledge and skills.

Students will be able to compare scales.

MASTERY: Students will be able to use standard map legends, keys and symbols.

MASTERY: Students will be able to use a compass rose.

Students will be able to use the graphic scale to measure distances in miles (kilometers) between specified locations.

MASTERY: Students will be able to identify city limits (boundaries) on a map.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: No specific resources have been identified as separate or different from resources identified in previous goals in this section. The activities leading to the achievement of this competency flow directly from and are an extension of the previous goals.

TEACHER NOTES AND RESOURCES:

7. Students will be able to discuss (hypothesize) about the natural environment (ecology) of the Spokane River Valley, within 20 miles in all directions from the falls, as it might have been if it were unmodified by people, in terms of life, habitat and support. The student will be able to show why this is an area which people might select for permanent residence and to evaluate the effects of people as those effects exist today.

Review and reinforce K-2 knowledge and skills. (Students have observed and discussed natural features, habitat, how habitat is influenced by climate and resources to build habitat.	Introduce and review "river" terms--upstream, downstream, source and mouth. Coordinate with Science Ecology program.	Review and reinforce K-4 knowledge and skills. Coordinate with S.C.I.S. Science: Populations.	MASTERY: Students will be able to define and to explain the meaning of habitat. Coordinate with S.C.I.S. Science: Ecosystems.

RESOURCES

See Primary (K-3) Program Guide.

No new specific resources have been identified other than the ones cited in the activities above. Teachers and students should not overlook the river itself and the lay of the land. They should also be aware of some of the historical development of this region, especially in grades 4 and 5.

TEACHER NOTES AND RESOURCES:

3	4	5	6

8. Students will be able to read a demographic map and to compare such maps to maps of natural features and natural resources. From such data students will be able to explain or give reasons for the population density of any given area of the earth's surface.

Does not apply below the 4th grade level of readiness and maturity.	MASTERY: Students are able to label continents and oceans. Introduce: Elevation color codes and boundaries. Introduce: Population maps, rainfall maps. Introduce: Natural resources, water, land, and forests.	MASTERY: Students will be able to specify upper and lower elevation limits for the color interval of designated places and locations. MASTERY: Students will be able to distinguish between natural and people-made boundaries. Review and reinforce the use of population and political maps. Introduce: Natural resource map--mineral and vegetation, growing season (frost-free) maps.	MASTERY: Students will be able to identify natural resources: climate, wild life, etc. MASTERY: Students will be able to read and use population maps, physical relief maps, and political maps.
RESOURCES			
See Primary (K-3) Program Guide.	Houghton Mifflin, pages 248-254.	Houghton Mifflin, pages: 19-21; 22-33; 182-183; 199-219; 272-308; 370-374; 384; 388-391; and 423-424.	Houghton Mifflin, pages: 174-175, and 398-417.

See also Nystrom's Where and Why Program, Cassettes 17 and 12.

TEACHER NOTES AND RESOURCES:

9. Students will be able to name three ways in which maps are purposely distorted and to explain or give reasons for those distortions.

Not applicable below the 4th grade level of readiness and maturity.	Introduce: Map projections.	Review and reinforce map projections.	Review, reinforce and expand map projections.

RESOURCES

Not applicable.

See Nystrom's Where and Why Program, Cassettes 11-13.

TEACHER NOTES AND RESOURCES:

10. Students will be able to trace the route of any given explorer or historical figure on a map or globe. Students will be able to state the motives of the explorer, the reasons why the particular route was chosen and be able to describe the "then" conditions of any given point along that route.

This goal does not apply below the 4th grade level of readiness and maturity.	Introduce and explain the phenomena of earth movements.	MASTERY: Students will be able to identify and locate the printed names of the major national features of the United States and the major United States cities.	MASTERY: Students will be able to locate the names of any major earth features. MASTERY: Students will be able to demonstrate and explain the effects of the phenomena of earth movements.

3	4	5	6

RESOURCES

Not applicable.

Houghton Mifflin, pages 267-271.

See also Nystrom's Where and Why Program, Cassettes 19 to 22.

TEACHER NOTES AND RESOURCES:

Not applicable below the 4th grade level of readiness and maturity except as coincidental with other goals and objectives.

Review and reinforce the use of geographic terms. Locate the major regions of the United States.

Introduce: The use of a compass rose to locate specified sites on a map. Use latitude and longitude (grid system) to locate places on a map.

Review and reinforce grade 4 knowledge and skills. Anticipate 6th grade mastery.

MASTERY: Students will be able to use a compass rose to locate specified places on a map, to use latitude and longitude or a map grid system for the same purpose.

Students will be able to locate the major regions of the world.

RESOURCES

Not applicable.

The goals of this component have previously been addressed and the materials identified under Geographic Goals 1, 3, and 6.

TEACHER NOTES AND RESOURCES:

Not applicable below the 4th grade level of readiness and maturity.	Introduce: The use of geographic scale to measure distance in miles (kilometers) between specific locations on maps and globes.	Review and reinforce 4th grade knowledge and skills. Anticipate mastery at the 6th grade level.	MASTERY: Students will be able to use geographic scale to measure distance in miles (kilometers) between specific locations on maps and globes.

RESOURCES

Not applicable.

The achievement of this component has been previously addressed and the materials identified under Geographic Goals 1, 4, 6, and 7.

TEACHER NOTES AND RESOURCES:

Not applicable below the 4th grade level of readiness and maturity except as coincidental with goals and objectives.	Review and reinforce elevation color intervals. Students should be able to name and locate the highest elevations in the State of Washington.	MASTERY: Students will be able to name and locate the highest elevations in the United States. Students will be able to specify upper and lower limits of elevation for color intervals on a selected map.	MASTERY: Students will be able to name and locate the highest elevations in the world.

RESOURCES

Not applicable.

The achievement of this component has previously been addressed and the materials identified under Geographic Goals 2 and 5.

TEACHER NOTES AND RESOURCES:

3	4	5	6
Not applicable below the 4th grade level of readiness and maturity.	Introduce: The flow of rivers, map keys, boundaries, routes, cities, and population of cities as found on maps.	Review and reinforce 4th grade knowledge and skills. Anticipate 6th grade mastery.	MASTERY: Students will be able to determine the direction of the flow of rivers from the source to mouth or confluence.

RESOURCES

Houghton Mifflin, pages 154-175.	Houghton Mifflin, pages 64-67. . Denoyer Geppert Action Map Program.	Houghton Mifflin, pages 193-194.

See also Nystrom's Where and Why Program, Cassette 17.

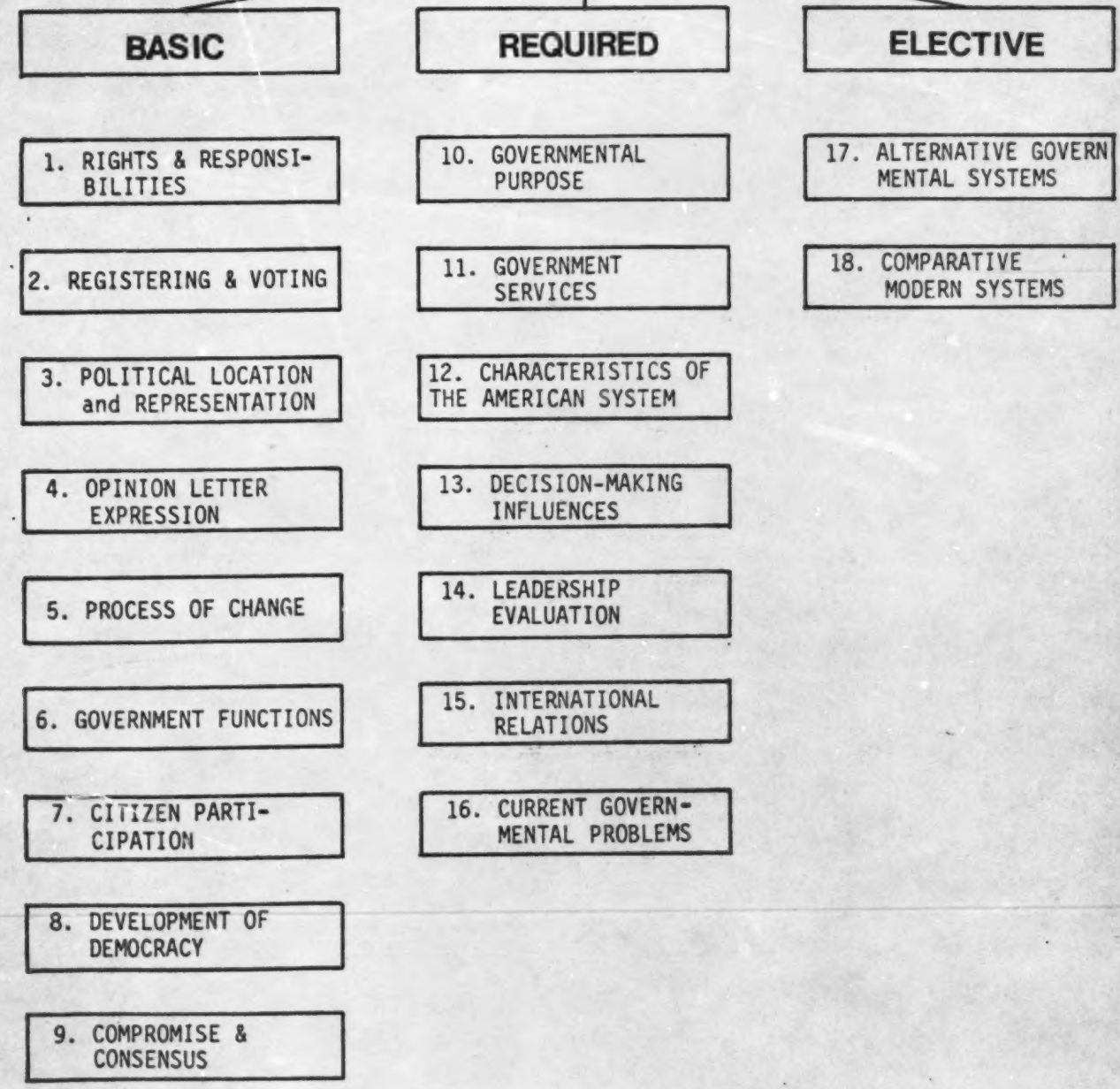
TEACHER NOTES AND RESOURCES:

11. Students will be able to identify the sources of the necessary raw materials for the major Spokane industrial enterprise of the student's choice. The student will be able to identify the distribution centers and the routes to those centers for the finished products of that enterprise. The student will be able to explain the reason for those centers and routes. (The sources of material, the centers of distribution, and the routes may be actual or potential, but they must be real.)

NOTE: This competency does not apply below the 7th grade level of readiness except as specified or inferred from previous goal sequencies.

POLITICAL SCIENCE/GOVERNMENT

POLITICAL SCIENCE / GOVERNMENT



POLITICAL SCIENCE/GOVERNMENT

The two basic concepts of domestic American society over the past two hundred years has been the capacity to live peaceably under equitable laws and to adjust to change in a nonviolent manner. The system of democracy as the people of this country have developed it, has as its base, two very important components: (1) an electorate informed about issues, and (2) a system of communication of concern between and among the representatives and the constituencies of those representatives. Continuance of both of these concepts are the responsibility of the nation's school system. In fact the public school system was established with these two principles in mind. Thus, knowledge of, and some degree of skill in the us,e of the mechanics which peacefully govern, establish, and change the rules by which the American people live is an essential element in the continuation of the American way of life. Responsible participation and commitment to this American way of life is dependent upon a study of and an involvement in political science and government beginning as early as possible in the educational/learning effort.

Possibilities exist for the integration of political science/government competencies with other disciplines and home/school activities beginning at the earliest levels of formal education. Home rules, and student government offer entries to the learning of political science/government skills and competency. Language arts offers the opportunity to study, discuss, and debate public issues in a rational manner. Reading and literature frequently offer opportunities to raise the levels of awareness of those reoccurring concerns of human kind. The feasibility and economics of public action often involve the need for mathematics, sociology, psychology, geography, as well as political science and economics. Certainly, the need for the Social Studies and communication skills of research, reason, judgment and planning will be continuously reinforced and expanded through all levels and areas of the curriculum.

3	4	5	6

1. Students will be able to explain the differences between a freedom, a right, and a privilege or license, and be able to identify the source of each. Each student will be able to list, in chart form, six freedoms, six rights and six privileges (licensed). For each freedom listed, the student will list a corresponding responsibility (which , if not accepted or lived up to, either limits or denies the freedom). In like manner, for each right listed, the student will list a corresponding duty, and for each privilege or license a corresponding obligation.

MASTERY: Students will be able to state that with each privilege or license there is an obligation and to cite two examples.	Introduce: The term and expand the concept of privilege or license and obligation. Expand from school/home centered concept to community activities and to job, career and/or vocational opportunity awareness. (See 4th grade sample list and comments below.)	Introduce: Terms, definitions, and concepts of RIGHTS and DUTIES. (Rights and duties flow from freedoms and responsibilities. Review, reinforce and expand concepts of privilege (license) and obligation. (See 5th grade sample list and comments below.)	Introduce: Terms, definition, and concepts of freedom and responsibility--show how related to rights and duties. Review, reinforce and expand the relationship between rights and duties. (See 6th grade sample list and comments below.)

4TH GRADE SAMPLE LIST OF PRIVILEGES (LICENSES) AND CORRESPONDING OBLIGATIONS

Privilege or License:

To drive (pass test)
To practice medicine (medical school)
To teach (4 years college - diploma)
To marry (sufficient maturity)
To build a house (plan or blueprint)
To be a plumber (apprenticeship)
To hunt and/or fish (practice)

Etc.

Obligation:

To drive safely or carefully
To save lives and ease or cure pain
To facilitate learning - provide opportunity
To love, honor, and cherish
To build safely and in harmony with environs
To plumb according to code
To avoid exceeding limits (safety)

Etc.

COMMENTS:

Privilege or license -- Those actions and activities which are permitted, sanctioned or approved by special dispensation and by virtue of a specific act from those in authority within a given community. In this context privilege/license must be earned by some sort of prerequisite activity and they are affirmed by documented evidence (generally). For example: diploma, certificate and/or license.

Obligations -- The special duties or responsibilities society places on those to whom it grants a license or privilege by reason of the special talent or training the licensee possesses. They are the moderating force of the license and they tend to serve as protection against profiteers and fakes. Privileges and licenses without obligation are gifts or grants.

5TH GRADE SAMPLE LIST OF RIGHTS AND CORRESPONDING DUTIES

Rights:	Corresponding Duties:
To citizenship	To protect the civic entity in time of peril
To worship	To worship in a prescribed manner--support church
To education (to learn)	To maintain a learning attitude and atmosphere
To work	To follow rules of safety and job description
To equal protection and application of law	To serve as juror
To residence	To reside in a manner appropriate to environment
To membership and continued membership	To learn and to speak "the language."
Etc.	Etc.

COMMENTS:

Rights -- Those actions and activities which flow from membership. Depending upon the association, rights may be extended by birth, by recruitment or joining, or by common or mutual agreement. Rights apply only to members in the "society"--not to mankind.

Duties -- The "price" or "dues" of membership. The purpose of such "dues" is to insure the continuance of the entity or association to which the member belongs. Duties are the moderating force of rights. Failure to accept or perform the duties denies or limits rights.

Relationship -- In general rights tend to limit freedoms, and duties tend to extend responsibilities, i.e., an individual gives up a freedom to gain the rights and security of membership. An individual increases self response to gain the benefit of mutual or concert action and activity.

6TH GRADE SAMPLE LIST OF FREEDOMS AND CORRESPONDING RESPONSIBILITIES

Freedoms:

To life (to live, i.e., to be -- to identify)
To sustenance
To safety and health
To place and shelter
To movement (to move)
To association (to associate)
To pursuit of happiness
To learn (to grow)
To think and believe (conscience)

Etc.

Corresponding Responsibilities:

To maintain life (self and others)
To provide sustenance without infringement
To make safe, to care for infirmity
To "respect" property...avoid misuse
To avoid interference with movement of others
To choose associates wisely -- respect mutuality
To allow others like pursuit
To use opportunity
To protect freedom for self and others.

Etc.

COMMENTS:

Freedom -- Those activities of human beings which are inherent in the nature of being human and which are common thereby to all within the species. Although freedoms may be documented, they are received by virture of being human.

Responsibility -- The moderating force of freedom between slavery. The purpose of responsibility is to avoid excess, wastefulness, and abuse and thereby, insofar as possible, ensure the same freedoms for all human beings.

Freedom and responsibility are related to each other in direct proportion (i.e., ratio). Both are inversely related to slavery. Freedom is earned and maintained by and through responsibility. Freedom and responsibility go hand-in-hand, they balance; one cannot exist without the other. Freedom without responsibility is anarchy; responsibility without freedom is tyranny.

3	4	5	6

RESOURCES

See Primary (K-3) Program Guide.

NOTE: This guide forms the basic resource. However, many opportunities to reinforce and to expand the knowledge and skill to achieve this goal will flow naturally from the textual materials provided through Houghton Mifflin and the flow of classroom events.

TEACHER NOTES AND RESOURCES:

2. Students will be able to describe the process and the importance of registering and voting. Each student will be able to identify the precinct in which the student lives and to locate the voting place for that precinct.

Review and reinforce K-2 knowledge and skills. Introduce: Mock election including registration and ballot. (Students have discussed voting as an expression of choice and practiced the mechanics of voting.)	Introduce: The importance of participating in the voting process. Introduce the use of voting machines or booths.	Review and reinforce the importance of participation. Introduce the printed ballot--discuss the write-in.	Review and reinforce the importance of participation. Introduce vote count and vote challenge process. Field trip: County Courthouse. Introduce: Voter's pamphlet (candidate section).

RESOURCES

See Primary (K-3) Program Guide.

NOTE: This guide and the activities above form the basic resources. Teachers are encouraged to visit the actual polling places within the school building when voting is occurring or about to occur. The city newspapers often provide sample ballots. The Spokane County Courthouse has been most cooperative with education.

TEACHER NOTES AND RESOURCES:

3. Students, given the city, county, legislative district, state, and nation in which they live, will be able to:

A. Describe the process through which the basic political organization(s) operates in that area or on that level (e.g., Spokane... and at large city council).
B. Explain the process by which an individual may become a candidate for office (either elected mayor, or appointed city manager) in each area or at each level, and to describe the process by which the current office holder(s) may be identified and finally to name those office holders which most directly represent and/or influence the lives of the student and the student's family.
C. List the qualifications and duties required for office as described in component B above.
D. List three services (if applicable) provided at each level (i.e., services which most directly, actually or potentially, influence the lives of the student and family.
E. Identify the sources of finance for each area or level.

A. ORGANIZATION.

Not applicable below the 4th grade level of maturity and readiness except as applies to other competency goals and/or career awareness.	Introduce: The basic function of government at the city and state level. Define and discuss the legislative, executive and judicial functions and concepts.	Review and reinforce grade 5 knowledge and skill. Expand to include state and national government. Introduce: The structure of government in the United States--Congress, President and Supreme Court.	MASTERY: Students will be able to name and explain the 3 functions of government (legislative, executive and judicial). Review and reinforce the structure of government (see grade 5) and expand to compare with other countries. Introduce: Special interest groups (parties and lobbies).
RESOURCES			
Not applicable.	Houghton Mifflin, pages: 77-80, and 203.	Houghton Mifflin, pages: 123-126; 219-220; 263-269; and 401-409.	Houghton Mifflin, pages: 60; 100; 105; and 108-111. See also New York Times filmstrips: Our Government in Action; and Law and Justice in the United States.

TEACHER NOTES AND RESOURCES:

B. BECOMING A CANDIDATE.

Not applicable.	Not applicable below the 5th grade level of readiness and maturity except as coincidental with other goals and career awareness.	Introduce: Where to go to file for office at the city level; how to file for state and national office. Explain the process and purpose of primary elections.	Review and reinforce the process of filing for office. Introduce or re-introduce the nomination/selection process. Introduce: Specific offices (elective and/or oppointive) for which one may file and the process for doing so.

RESOURCES

Not applicable.	Not applicable.	NOTE: No specific resources have been identified. Opportunities will occur as flowing from the textual resources and the life of classroom, school, and the community at large.

TEACHER NOTES AND RESOURCES:

C. QUALIFICATIONS AND DUTIES.

Review and reinforce the concept that office holding is one special kind of job, career or vocation. Qualifications and duties are necessary for classroom positions (monitors).	Introduce: Qualification and duties for classroom and school office. Introduce: The concept that holding office is a contract with those who elect or appoint and entails certain specified duties and responsibilities.	Introduce: Qualifications for federal office. Distinguish between elective and appointed office. Distinguish between written and unwritten qualifications.	Introduce: Qualifications for local and state offices. Distinguish between elective and appointed offices. Distinguish between written and unwritten qualifications.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: No specific resources have been identified. Opportunities will occur as flowing from the textual materials and the life of the classroom, school, and community at large.

TEACHER NOTES AND RESOURCES:

D. SERVICES.

E. FINANCING:

NOTE: These two components below the 7th grade level will be coordinated with Economics Competency Goal No. 1.

TEACHER NOTES AND RESOURCES:

4. Students will be able to write a letter to an appropriate political representative expressing an opinion on a social, economic or political problem. (The problem may be current or historical, e.g., a letter to George III protesting taxes.)

Review, reinforce and expand K-2 group (class) letter and expression of oral opinion in role-playing situations.	Introduce and expand: Students will be able to write a letter of request or thanks to individuals who have been involved or who might be involved in their class (e.g., principal, guest speaker).	Introduce and expand: Each student will be able to write a letter expressing concerns and/or praise to a historical figure or a current legislator.	Introduce and expand: Each student will be able to choose an issue and to express self feelings or opinions about that issue to a newspaper and/or magazine. (Letters of appreciation are appropriate.) Letters need not be published or even actually sent.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: No specific resources have been identified. Opportunities will occur as flowing from the textual materials in Social Studies and language arts, as well as from the life of the classroom, school, and the community at large.

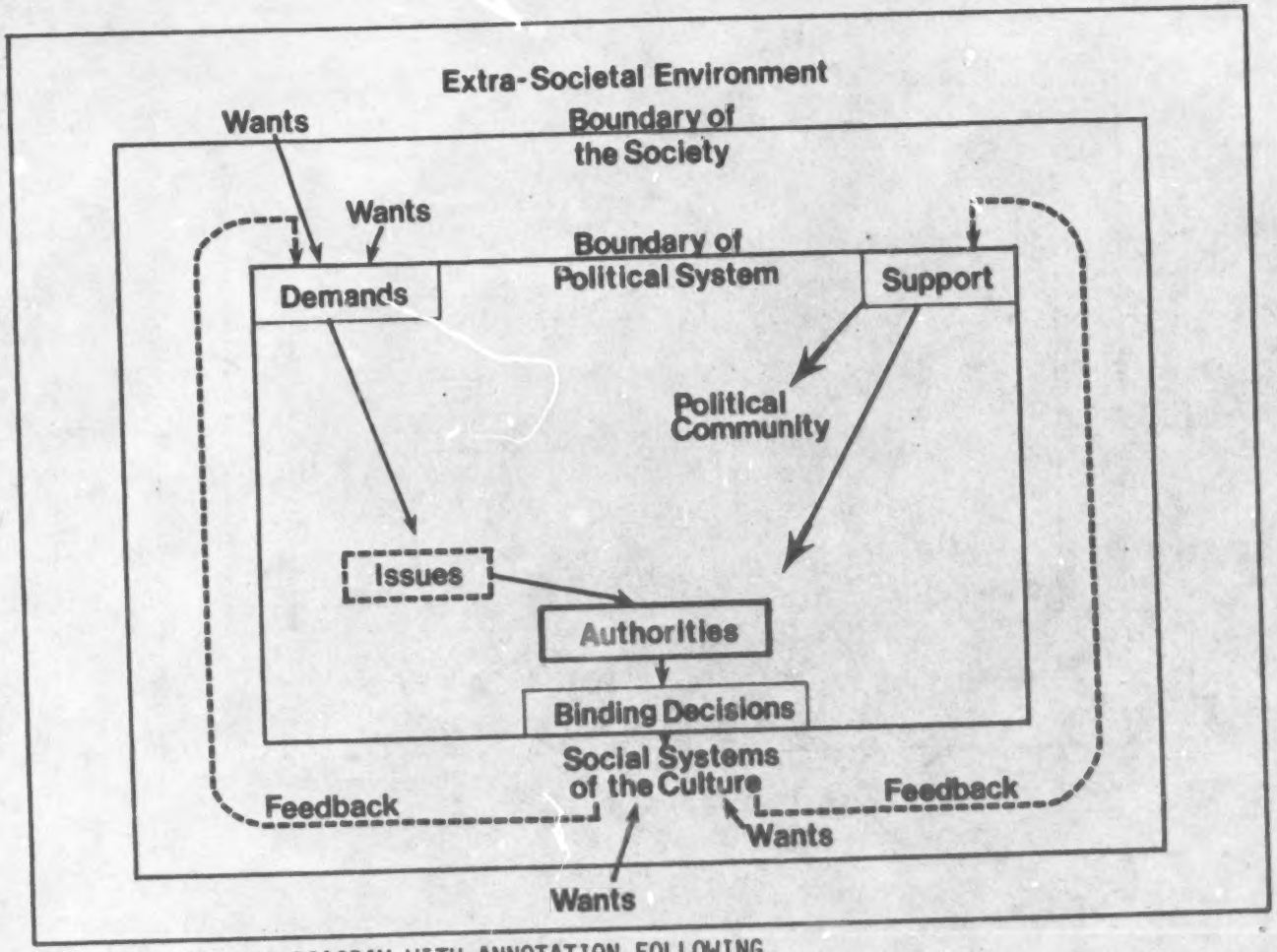
TEACHER NOTES AND RESOURCES:

5. Students will be able to explain the political process(es) by which an individual or group might legally initiate, change, or remove a law, or remove a person from political office.

3	4	5	6
This goal does not apply below the 4th grade level of readiness and maturity. HOWEVER, All levels should introduce and/or expand the concept of need and purpose of law or rules based on the rights of others as applied to home, classroom, and school, neighborhood, and community.	Review and reinforce the need for rules and laws. Apply to classroom and school. Introduce: The concept of authority, who are authorities, and what makes them authorities? Introduce: The concept of "wants" and "demands" as applied to the political system. Introduce: The purpose of a political system. Introduce: Schematic diagram, its components and concepts, showing how society makes its laws and rules, apply to classroom and school. (See Grade 4 Schematic Diagram below.)	Review, reinforce and expand the concepts and the schematic diagram showing how societies make rules - give an example of each component. The need for rules and laws. Introduce: Application to American government --apply terms and process from schematic diagram to legislative, executive and judicial functions of American government. Introduce: The purpose and function of gate keepers. Introduce: The distinction among the lawmaking processes: legislative, executive order, and judicial review. Discuss the need and purpose of each. (See Grade 5 Schematic Diagram below.)	MASTERY: Students will be able to draw a schematic diagram showing how societies make laws and rules, and to give an example of each component. Review and reinforce: federal and national application (United States government--constitution). Review and reinforce: the distinction of the lawmaking process from executive order and judicial review - give an example of each. Introduce: Application to Washington State and the City of Spokane. Introduce: Community consensus/support in the form of regime, values, norms and structures. Optional - Introduce the terms and concepts of initiative, referendum, recall, special interest groups, lobby, citizen action groups. (See Grade 6 Schematic Disgram below.)

Grade 4 Schematic

— Introduce
— Review, Reinforce & Expand
---- Optional



SEE ALSO COMPLETE DIAGRAM WITH ANNOTATION FOLLOWING.

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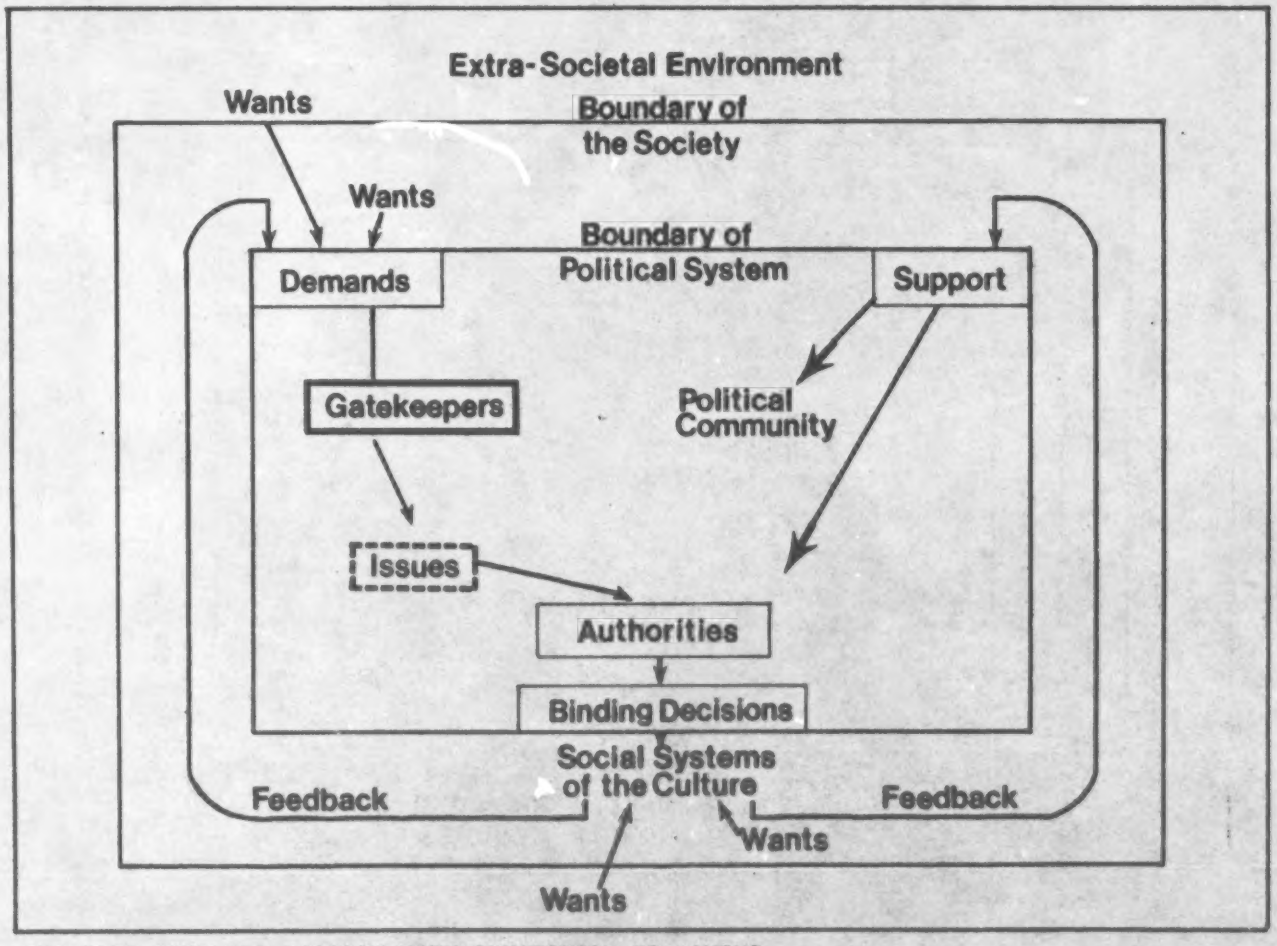
Grade 5 Schematic

— Introduction

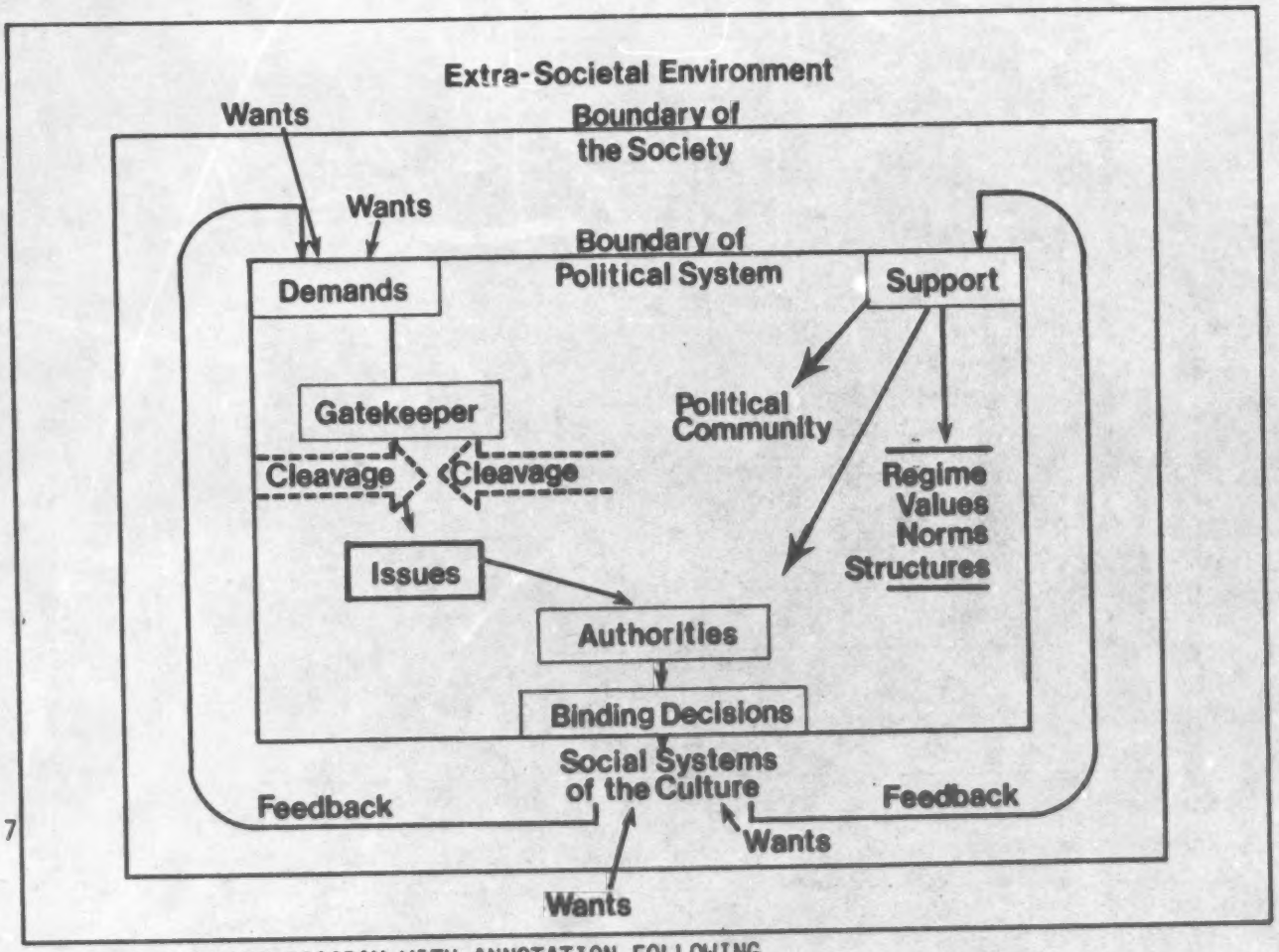
—— Review, Reinforce & Expand

----- Optional



SEE ALSO COMPLETE DIAGRAM WITH ANNOTATION FOLLOWING.

Grade 6 Schematic



—— Introduce

—— Review, Reinforce & Expand

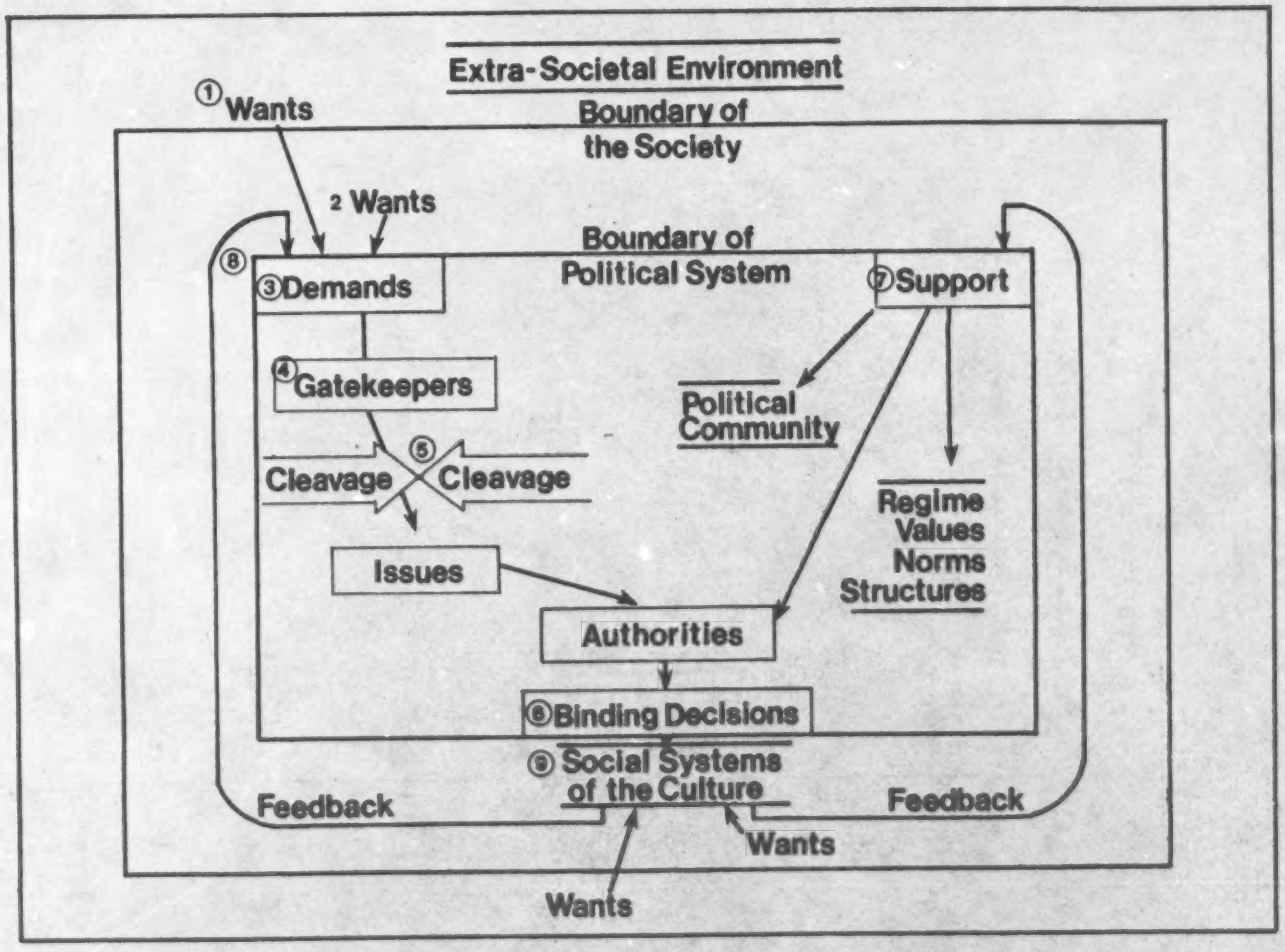
----- Optional

CLEAVAGE MAY BE IDENTIFIED AS POLITICAL PARTY AND LOBBY KINDS OF ACTIVITY.

PROCESS MAKING WANTS, FEEDBACK, DEMANDS, AND SUPPORT SUPPORT IS COVERED IN COMPETENCY POLITICAL SYSTEM, GOAL 7

SEE ALSO COMPLETE DIAGRAM WITH ANNOTATION FOLLOWING.

Complete Schematic with Annotations



The theoretical structure of Political Science has been developed with Professor David Easton of the University of Chicago.

1. Members of society have many wants, which they hope to satisfy.

2. Some of these wants will be satisfied through the economic, family, educational, and religious systems. Wants that cannot be satisfied by any of these systems are channeled to the political system.

3. As the people's wants enter the political system for satisfaction, they become demands. These demands are screened.

4. The screening process operates through formal or informal organizations. These organizations act as gate keepers. Some of the demands vanish. Others become issues debated in the political community, a group who share a desire to work together as a unit in the political solution of problems.

5. The issues are molded by cleavages in the political community and by the authorities who translate these demands into binding decisions.

6. The binding decisions affect the social systems and the participants in them, generating positive or negative support.

7. The support may be directed toward the political community; toward the regime, a political system that incorporates a particular set of values and norms and a particular structure of authority; and/or toward the authorities, the particular persons who occupy positions of political power within the structure of authority.

8. The binding decisions generate new wants, which appear again at the gate of the political system asking for recognition.

9. The source of the support for the political community, regime, and authorities may originate from the social systems in the forms of education, patriotism, and other mechanisms.

RESOURCES

Not applicable.

NOTE: This guide will serve as the basic resource. These pages may be reproduced for classroom use as needed. In addition, the following resources may be useful.

Houghton Mifflin, pages: 77-80; 83-84; 200-205; 285-293; and 318-320.

Houghton Mifflin, pages: 75-76; 123-126; 393-409; 264-268 and 401-409.

Houghton Mifflin, pages: 60; 100; 105; 108-111; and 419-428.

See also New York Times filmstrips Law and Justice in the United States, and Our Government in Action.

TEACHER NOTES AND RESOURCES:

6. Students will be able to identify and explain the legislative, executive and judicial functions of government at the local, state and federal levels. Each student will be able to describe how these functions are interrelated and balanced at each level and between or among levels.

NOTE: This goal does not apply below the 8th grade level of maturity and readiness except for the components and concepts described in Goals 3, 5, and 9 of this section.

7. Students will be able to construct a schematic diagram or flow chart of two alternative ways a person might participate in our political system to achieve a specified political purpose.

Not applicable below the 4th grade level of readiness or maturity except as stated in related goals and as may apply to ad hoc incidences within individual classrooms and group projects.

Introduce or reinforce informed voting (see Goal 2 of this section).

Introduce: Involvement and volunteer participation (butget, time and talent - see Goal 2 from the Economics section).

NOTE: Individual participation in the political system or process is similar to participation in a class project.

Introduce: The schematic diagram, its components and concepts (see sample schematics following).

Introduce: Concept and process of petition. Letters to appropriate representatives.

Participation as an individual and as a group may be simultaneous and parallel.

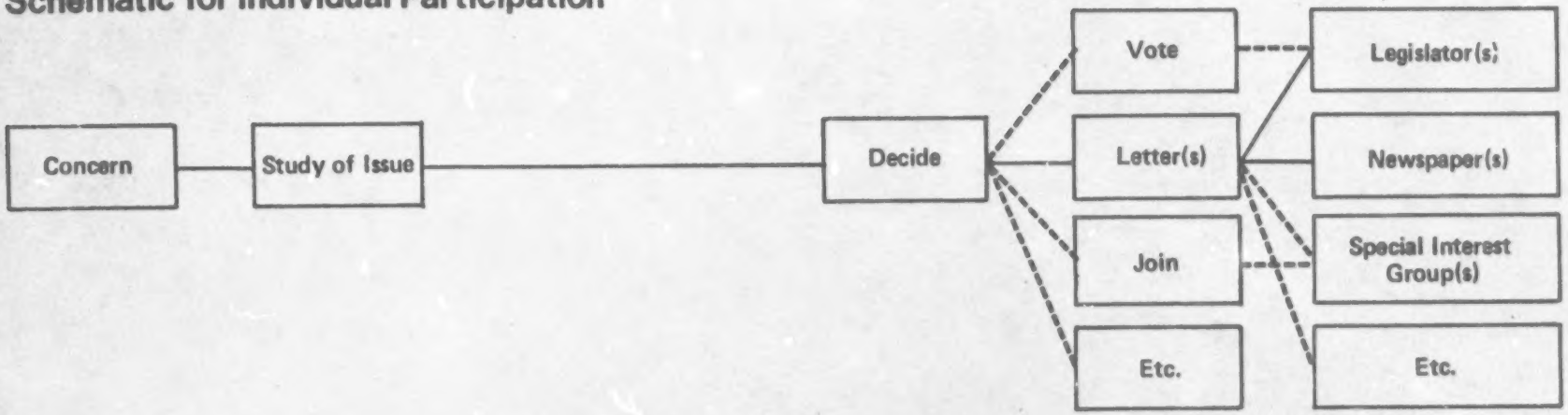
RESOURCES

Not applicable.

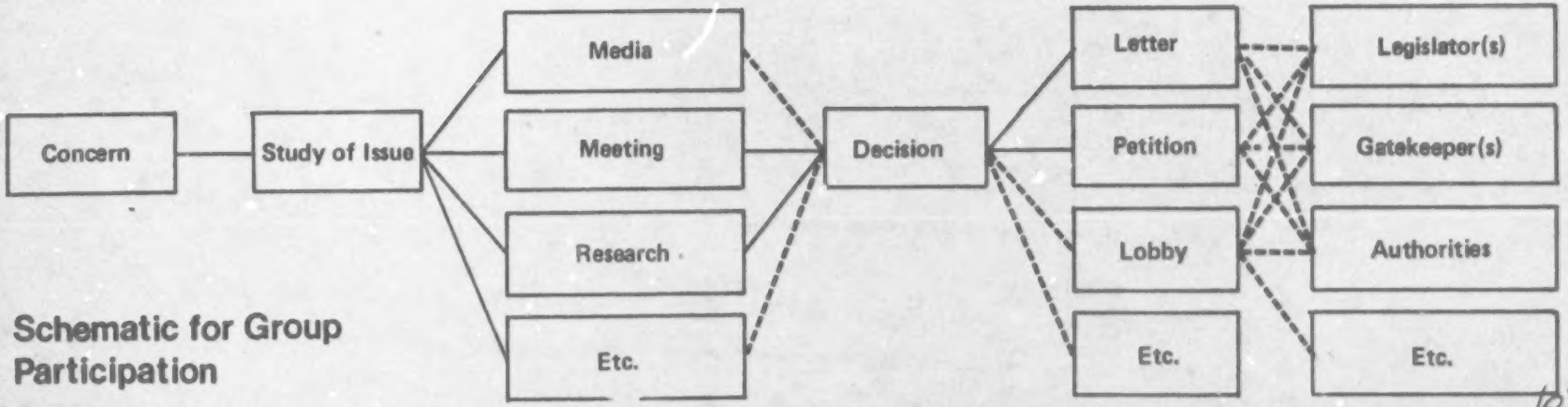
NOTE: This guide will serve as the basic resource. These pages may be reproduced for classroom use as needed. Teachers and students should be alert to opportunities and examples of this skill as they occur in the flow of daily life and experience.

TEACHER NOTES AND RESOURCES:

Schematic for Individual Participation



Problem Identification | Definition and Clarification | Review Share | Decide | Alternatives | Action



Schematic for Group Participation

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8. Students will be able to trace the growth and development of the democrati process on a timeline from Greece to the present.

NOTE: This competency is not applicable below the 7th grade level of maturity and readiness. However, in the course of the year's content, teachers should be alert to point out those events which might appear on such a timeline withi their course of study.

TEACHER NOTES AND RESOURCES:

9. Students will be able to define and given an example of compromise and consensus from their daily life experiences, a current public issue, and/ or a historical issue, and to show how those experiences are related or common in governmental action.

NOTE: This goal coordinates with Social Studies Skill 10-C and D.

3	4	5	6
Review, reinforce and expand the term and concept of "compromise" -- apply to current events as the situation warrants. (Students have simulated and enacted "compromise" through dramatic play.)	Review and expand the term and concept of "compromise." Expand application to the community. Introduce the term and concept of consensus.	Review and expand the terms and concepts of of compromise and consensus. Apply to national levels and to United States history and geography as the content warrants.	MASTERY: Students will be able to define and to give an example of compromise and of consensus. Review and reinforce application -- expand application to international scope.
RESOURCES			
See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 78-80; and 205.	Houghton Mifflin, pages: 92; 246-266; 315-331; and 435-449.	None identified.

TEACHER NOTES AND RESOURCES:

SOCIOLOGY/ANTHROPOLOGY

SOCIOLOGY/ANTHROPOLOGY

BASIC	REQUIRED	ELECTIVE
1. BASIC HUMAN GROUPS	REINTRODUCE AND REINFORCE BASIC SKILLS AT A MORE MATURE LEVEL.	8. DEFINITION
2. CULTURAL UNIVERSALS		9. SOCIOLOGICAL METHODS
3. POPULATION EFFECTS		10. TERMINOLOGY
4. THE HUMAN ENVIRONMENT		11. CULTURE COMPARISON
5. GROUP PREFERENCES		12. SELF ACTUALIZATION
6. CHARACTERISTICS OF "SOCIETY"		13. INSTITUTIONS
7. URBAN PROBLEMS		14. PROBLEM SCOPE
		15. COMMUNITY RESOURCES
		16. CLASS STRUCTURE
		17. STATUS IDENTIFICATION
		18. MOBILITY
20. SOCIALIZATION		19. ALTERNATIVE STATUS CRITERIA

SOCIOLOGY/ANTHROPOLOGY

The name of this study and of this area of study is the Social Studies. The key or core is sociology or the study of society. This is the subdiscipline that attempts to understand human beings as they interact with one another and the pattern(s) of interaction. It attempts to understand primarily the social relationships, the groups that people or societies form and the influence of those groups on the individual, on the group and on other groups, and finally on the society or culture at large.

It can be anticipated that aspects and components of the skills identified can and will be learned in other subject matter areas. Patterns of communication can be taught in language arts. Human interaction with the environment and the distribution and use of the wealth of that environment is part of the content of science, mathematics and economics (including geography). However, it is the area of Social Studies and of sociology in particular which pulls the diverse elements together in attempting to understand the right and wrong, the value system, of a given society or segment of that society. It is sociology, the good of society which humanizes an otherwise purely scientific rationalistic approach to these studies. The "can do" spirit with which these competencies are written needs to be evened out with the "should do? - when?" spirit. It is sociology which provides an opportunity to learn the alternatives if alternatives exist. This is true as the school program now exists. If this proposal of competencies were adopted, sociology would be supplemented and reinforced by judgment criteria and history.

1. Students will be able to identify some groups that human beings form (e.g., family, peer, community, national and international groups) and to describe some of the function(s) of the groups identified. The student will be able to give reasons why and how these groups form and to indicate how and why the functions may vary or change within or among societies (cultures) and/or over a period of time.

A. IDENTIFICATION.

This component will not be addressed as a separate entity below the 4th grade level. Concepts of family and community have been identified in other objectives.	Re-introduce: Family, peer and neighborhood groups. Introduce: The school as one kind of community.	Review, reinforce and expand K-4 concepts. Introduce: Local, state, and national groups.	Review, reinforce and expand K-5 knowledge, concepts and skills.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 44-51; 222; 315-316; 88-95; 118-120; 171-175; 224-226; 260-266; 36; 70-87; 72-73.	Houghton Mifflin, pages: 77-85; 155-159; 75-76; 103-130; 132-139; 173-175; 259; 184-197; 382-386.	Houghton Mifflin, pages: 47-51; 254-261; 263-270; 271-290; 65-71; 359-362; 363-391; 58-64; 174-179; 47-48.

TEACHER NOTES AND RESOURCES:

B. FUNCTION AND PURPOSE.

This component will not be addressed as a separate entity below the 4th grade level except as described in A above.	Introduce: The purposes of food, clothing, shelter, love, growth, recognition and acceptance, socialization and education, and security.	Review, reinforce and expand K-4 knowledge. Introduce purposes of safety, security, order and the general welfare.	Review, reinforce and expand K-5 knowledge. Introduce: Religious and/or moral purposes of society. Introduce with caution cultural systems or traits.
	RESOURCES		
See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 32-39; 82-85; 87-89; 121-124; 126-127; 131-133. See also resources under component A above.	Houghton Mifflin, pages: 26-38; 73-139; 184-197; 360-366; 435-443. See also resources under component A above.	Houghton Mifflin, pages: 152-165; 185-187; 254-393; 406-411. See also resources under component A above.
TEACHER NOTES AND RESOURCES:			

C. PROCESS AND OPERATION.

Not applicable.	Not applicable.	Not applicable below the 6th grade level of readiness and maturity.	Introduce: Adaptation control and change (time and evolution).

3	4	5	6
RESOURCES			
Not applicable.	Not applicable.	Not applicable.	Identified in components A and B above.

TEACHER NOTES AND RESOURCES:

D. ALTERNATIVES.

NOTE: This component is not applicable as required below the 7th grade level of maturity and readiness. As optional teachers may use the resources identified in components A and B above.

TEACHER NOTES AND RESOURCES:

2. Students will be able to identify some "cultural universals" such as shelter, food, communications, socialization, family organization, and religion, and to explain that the identified "cultural universals" take different forms in different cultures or societies, and that these forms may change over a period of time.

NOTE: As the goals and objectives for the Social Studies program were being developed, the committee did not anticipate that this goal would be addressed as a separate entity apart from other goals and objectives within this guide. The Intermediate Task Force did identify some specific components and reference them for the coordination with other sections of the guide as shown below. It should be remarked that the Houghton Mifflin program does contain resources to teach these components and skills as identified in goal number one immediately above. It would be helpful to the students in future years if the teachers would identify those cultural universals as they come up in the program.

B. INSTITUTIONS -- Coordinate with Economics, Political Science, Judgment Criteria and Sociology No. 1.

C. INTERPERSONAL RELATIONSHIPS -- Coordinate with Self Concept/Psychology.

D. BEHAVIOR CODES -- Coordinate with rules and laws in Political Science and customs, moves, principles, and religion in History/Culture.

E. TRADITIONS/HERITAGE -- Coordinate with Self Concept/Psychology, History/Culture and Institutions in Sociology One.

F. COMMUNICATIONS (including transportation) -- Coordinate with Social Studies Skills, Economics, and Geography, Judgment Criteria and History/Culture.

TEACHER NOTES AND RESOURCES:

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3. Students will be able to describe and evaluate some of the effects of population growth and density on the way people live.

Introduce the concept of ideal (balanced) population.

Introduce the term, concept, and meaning of population density. Describe and discuss the effects of population growth (or lack) and of population density on geography, economics, (resources), housing patterns and pollution.

Review, reinforce and expand grade 4.

Introduce effects of population growth on crime rate.

Expand: Economics and transportation effects.

(Coordinate with Judgment Criteria, Goal Number 10.)

Review, reinforce and expand K-5 knowledge and skills.

Introduce: Evaluation of the effects of population growth or lack. Expand effects to include community services, privacy, living space, and pollution of waters.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 102-109; 118-124; 133-139; 154-175; 189-198; 200-205; and 267-293.	Houghton Mifflin, pages: 62-63; 64-67; 95-100; 182; 199-219; 272-308; 370-374; 384; 388-391; and 423-424.	Houghton Mifflin, pages: 72-76; 192-194; 91-97; 130-131; 292-307; and 398-417.

TEACHER NOTES AND RESOURCES:

4. Students will be able to describe and evaluate ways in which human beings have interacted with and/or adopted or adapted to their environment, i.e., their human environment.

NOTE: As the goals and objectives for the Social Studies program were being developed, the committee anticipated that at the 6th grade level and below, attempts to reach this goal would be coordinated with competencies identified and sequenced in Geography, Economics, and Judgment Criteria. However, the Houghton Mifflin program does provide the resources identified in the section above as being useful in attempting to reach this goal. In addition, the following resources may be useful.

RESOURCES

See Primary (K-3) Program Guide.	Houghton Mifflin, pages: 85; 133-139; 154-155; 163-168; and 276-277.	Houghton Mifflin, pages: 136; 142-175; 358-359; 375-377; 420-421; 424-426 and 444-447.	Houghton Mifflin, pages 324-350.

TEACHER NOTES AND RESOURCES:

5. Students will be able to identify preferences which leads to group identification.

Not applicable below the 4th grade level except in conjunction and coordination with geography and self concept goals previously identified and sequenced.	Introduce the term and concept of "peer" group. Explore how friends are chosen.	Introduce: Group identification in terms of fads in clothes, foods, language and recreation.	Review, reinforce and expand Grades 4 and 5 knowledge and skill.

RESOURCES

Not applicable except as in the Primary (K-3) Program Guide.	Houghton Mifflin, pages: 20-23; 101-102; 144-145; 155-156; 191-198; 216-221, and 227-228.	Houghton Mifflin, pages: 92; 263-266; 319-320; and 444-449.	Houghton Mifflin, pages: 137-147; 190-200, and 47-48.

TEACHER NOTES AND RESOURCES:

6. Students will be able to define and describe the basic characteristics of a community, society, or culture, i.e., institutions, organizations--economic, civic, religious, educational, etc., groups, social aggregate--ethnic groups, classes, etc.

NOTE: As visioned and sequenced in the goals and objectives phase of development, this goal was not applicable below the 7th grade level of maturity and readiness except on an individual basis and as coincidental with other objectives. However, a strong thread of Sociology/Anthropology runs through the adopted Houghton Mifflin program. The resources have been identified in goals listed above. Teachers may wish to teach to this goal directly and may do so on an optional basis.

TEACHER NOTES AND RESOURCES:

7. Students will be able to identify and to explain three problems with which people in heavily urbanized areas must cope. (Environmental, economic, political and/or social problems.)

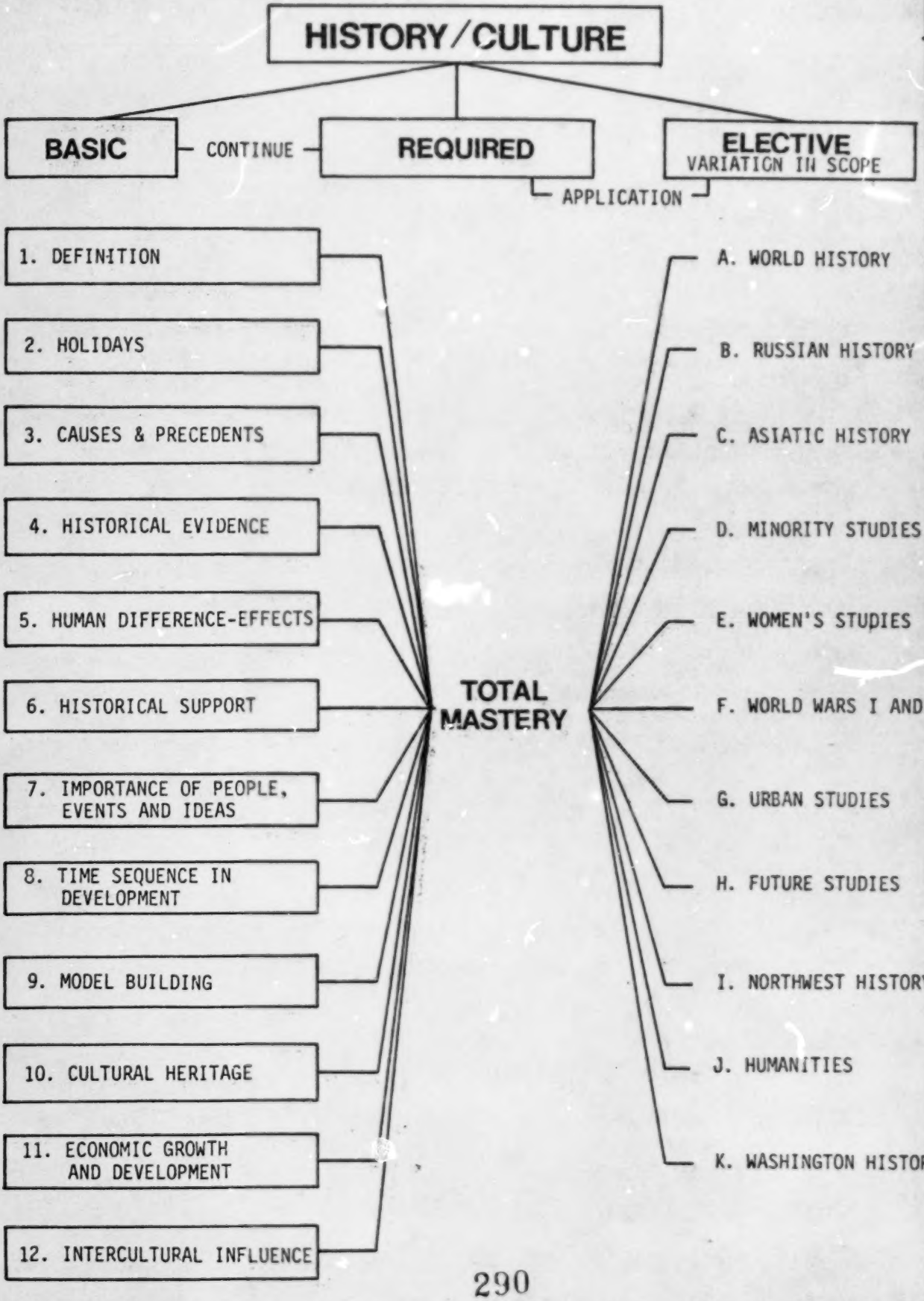
NOTE: The problem of urbanization is covered to some degree throughout the Social Studies program. The materials, resources, and activities identified in Goals 1, 2 and 3 of this section, as well as goals in other sections of this guide can be coordinated to achieve this goal.

RESOURCES

See NOTE above. No new resources identified.

TEACHER NOTES AND RESOURCES:

HISTORY/CULTURE


HISTORY/CULTURE
BASIC
CONTINUE
REQUIRED
ELECTIVE
VARIATION IN SCOPE
APPLICATION
1. DEFINITION
2. HOLIDAYS
3. CAUSES & PRECEDENTS
4. HISTORICAL EVIDENCE
5. HUMAN DIFFERENCE-EFFECTS
6. HISTORICAL SUPPORT
7. IMPORTANCE OF PEOPLE, EVENTS AND IDEAS
8. TIME SEQUENCE IN DEVELOPMENT
9. MODEL BUILDING
10. CULTURAL HERITAGE
11. ECONOMIC GROWTH AND DEVELOPMENT
12. INTERCULTURAL INFLUENCE
TOTAL MASTERY
A. WORLD HISTORY
B. RUSSIAN HISTORY
C. ASIATIC HISTORY
D. MINORITY STUDIES
E. WOMEN'S STUDIES
F. WORLD WARS I AND
G. URBAN STUDIES
H. FUTURE STUDIES
I. NORTHWEST HISTORY
J. HUMANITIES
K. WASHINGTON HISTORY

HISTORY/CULTURE

In a sense history has been the traditional center of the Social Studies. There have, therefore, been no attempts in the report to diminish the importance of history. Rather, there has been an effort to emphasize the importance of all subdisciplines within the Social Studies.

The importance of history remains undiminished. There are specific history goals within most of competencies identified in the other Social Studies subdisciplines (e.g., heritage in self concept). Most of the competencies identified in this document can be taught within the context of history. In addition, the traditional values, knowledge and concepts associated with history have been identified and maintained in this subdiscipline.

It is anticipated that history is and will continue to be supplemented by and to act as supplement to other "subject matter" areas within the curriculum, especially to reading and literature within the language arts program.

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1. Students will be able to define the term "History" and to analyze the definition of others.

Not applicable.	Not applicable below the 5th grade level of maturity and readiness.	Introduce the term "History."	Review, reinforce and expand: Students will be able to "define" history in the student's own words.

RESOURCES

Not applicable.	Not applicable.	NOTE: No specific resources have been identified as a part of orientation or introduction; it is anticipated that teachers will provide some sort of opportunity for students to understand what history is and why it is important.

TEACHER NOTES AND RESOURCES:

2. Students will be able to identify, explain the origin, and to describe the ways of observing each of the major days of celebration in the culture of the United States, i.e., those holidays celebrated in special ways.

Review, reinforce and expand K-2 knowledge and skills. (Students have been introduced to the major days of celebration.)	MASTERY: Students will be able to identify the major days of celebration.	Review, reinforce and expand K-4 skills. Introduce: As needed, the major ways of observing each of the major days of celebration. Introduce and explain origin as needed.	MASTERY of competency as stated above. This is final mastery.

RESOURCES

See Primary (K-3) Program Guide.

NOTE: There are no specific resources to achieve this goal. The days themselves provide the best entry to the study and opportunity to learn. The following "days" should have specific coverage (listed in order of their occurrence:

Labor Day	Christmas	Law Day
Columbus Day	New Year's Day	Mother's Day
Halloween	Lincoln's Birthday	Armed Forces Day
Veteran's Day	Washington's Birthday	Memorial Day
Admission Day	Valentine's Day	Independence Day
Thanksgiving	St. Patrick's Day	Martin Luther King Day
Hanukkah	Easter	

TEACHER NOTES AND RESOURCES:

3	4	5	6
3. Students will be able to select a current public issue, event, or incident and explain its causes and precedents. NOTE: At each grade level students will be able to select a current public issue within the appropriate area of study of that grade level and to identify the means for finding the causes and precedents under that issue. In general, the skills needed to achieve this goal have been identified in the Social Studies skills section. This goal is more specifically a content goal in which those skills might be achieved.			
Not applicable.	Not applicable below the 5th grade level of readiness and maturity except on an individual basis. (Students need to have acquired some of the Social Studies skills.)	Introduce: The selection and presentation of a current event or incident from a newspaper or periodical.	Re-introduce grade 5 skills. Expand to include discussion and research planning.

RESOURCES

No particular resources identified. Learning opportunities will depend upon current events and upon teacher and student interest. Care should be maintained in selection to insure the availability of resource material sufficient to demonstrate sequence or cause and effect relationships.

TEACHER NOTES AND RESOURCES:

4. Students will be able to identify and explain the manner in which histor evidence is collected, evaluated, and accepted.

NOTE: This goal is not directly applicable below the 7th grade level of mat and readiness. However, many of the components of this goal are indirectly dressed in the Social Studies skill section above. It will be helpful and u to students and to teachers at the secondary level, if intermediate teachers will anticipate this goal by pointing out those skills students will be lear as Social Studies skills as means used by historians. Teachers may also add this goal directly on an optional basis.

TEACHER NOTES AND RESOURCES:

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5. Students will be able to use evidence from history to explain difference between or among groups in conflict. Such evidence will explain the causes the effects of the conflict.

NOTE: This goal parallels goal No. 4. Please see NOTE above.

TEACHER NOTES AND RESOURCES:

3	4	5	6

6. Students will be able to identify and use historical evidence as support for a stance or position on a problem, issue, or controversy selected for study.

NOTE: See NOTE under goal No. 4 above.

TEACHER NOTES AND RESOURCES:

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7. Students will be able to identify the ten individuals, events and/or movements from history which the student believes have most affected the course of history, and be able to explain how those individuals, events, or movements have changed or altered life on this planet.

Not applicable below the 4th grade level of readiness and maturity except from single individuals-coordinate with history goal No. 1.	Introduce: Students can identify five individuals and tell why they were important.	Expand 4th grade knowledge and skills to seven individuals and two paragraphs in writing.	Expand 5th grade skills to ten individuals and three par graphs each. Introd .e events.

RESOURCES

Not applicable.

No specific resources have been identified. Choices will depend upon student interest and decisions. This skill provides a content to coordinate with research skills and with language arts.

TEACHER NOTES AND RESOURCES:

8. Students will be able to demonstrate an understanding of chronology and/or time sequence by constructing a timeline illustrating the time relationship between or among not less than ten interrelated events.

NOTE: Students will be introduced to timelines in the 5th grade through the Houghton Mifflin text but in general, the sequence toward achieving this goal does not begin until the 7th grade.

TEACHER NOTES AND RESOURCES:

9. Students will be able to write a biography of one historical figure admired by the student. The biography must include what the admired person believed, the conditions under which the person worked and what that person did to merit the student's admiration.

Not applicable below the 4th grade level of readiness and maturity except as a class project (optional) or in conjunction with History Goal No. 1.	Introduce: Writing a story about a historical figure in the form of a scrapbook -- coordinate with History Goal No. 1.	Introduce: The student will be able to write a one page biography of one historical figure from the United States.	Expand to a world historical figure.

RESOURCES

No specific resources have been identified. Choices will depend upon student interest and decisions. This skill provides a content to coordinate with research skills and language arts.

TEACHER NOTES AND RESOURCES:

10. Students will be able to describe five events which contributed to the cultural heritage of the United States.

NOTE: Students will be introduced to United States History, geographically, in the 5th grade. However, the sequence toward the achieving of this goal does not begin until the 8th grade.

TEACHER NOTES AND RESOURCES:

11. Students will be able to describe three economic points of view which have influenced the development of the United States of America.

NOTE: This goal is not applicable below the 7th grade level of maturity and readiness, and except as may be covered incidentally through the economic goals and the previous history/culture goals.

TEACHER NOTES AND RESOURCES:

12. Students will be able to identify and describe the influence of three non-English speaking cultures on the American culture and three influences of the American culture on other cultures outside the American mainstream culture (one culture should be the native American, i.e., American Indian culture).

NOTE: Opportunities to address this goal will occur throughout the entire Social Studies curriculum, particularly at the 4th and 5th grade levels. However, direct sequencing of this goal does not begin until the 7th grade level. Teachers should, however, anticipate future coverage and address this goal as the appropriate occasion arises.

TEACHER NOTES AND RESOURCES:

SOCIAL STUDIES APPROVED PROGRAM MATERIALS

Third Grade

WINDOWS ON OUR WORLD: Who Are We? Beattie, Greco, et al; Houghton Mifflin; 1976. (Text, teacher's edition, activity book, diagnostic tests, performance evaluation, teacher's manual for tests.)

MEDIA PACKAGES:

INTERACTION OF COMMUNITIES: One World Discussion Package; Fitzhenry and Whiteside. (Teacher's manual and pictures.)

EVERYDAY ECONOMICS - Level III. Wass, Hogan, et al; Noble and Noble; 1967. (Transparencies and duplicating masters.)

SUPPORT MATERIALS: WHERE AND WHY. Maps and Globes; Nystrom.

Fourth Grade

WINDOWS ON OUR WORLD: Planet Earth. Chapin, LaRaus, Oswald; Houghton Mifflin; 1976. (Text, teacher's edition, activity book, diagnostic tests, performance evaluation, teacher's manual for tests.)

MEDIA PACKAGES:

EVERYDAY ECONOMICS - Level IV. Wass, Hogan, et al; Noble and Noble; 1967. (Transparencies and duplicating masters.)

BCS: WASHINGTON: The Natural Regions. BCS Educational Aids.
OREGON: An Overview.

SUPPORT MATERIALS: WHERE AND WHY, Level IV. Maps and Globes; Nystrom.

Fifth Grade

WINDOWS ON OUR WORLD: The United States. King, Anderson; Houghton Mifflin; 1976. (Text, teacher's edition, activity book, diagnostic tests, performance evaluation, teacher's manual for tests.)

MEDIA PACKAGES:

EVERYDAY ECONOMICS - Level V. Wass, Hogan, et al; Noble and Noble; 1967. (Transparencies and duplicating masters.)

ACTION MAP PROGRAM. Denoyer Geppert Co.

SUPPORT MATERIALS: WHERE AND WHY, Level V. Maps and Globes; Nystrom.

Sixth Grade

WINDOWS ON OUR WORLD: The Way People Live. Branson, Anderson; Houghton Mifflin; 1976. (Text, teacher's edition, activity book, diagnostic tests, performance evaluation, teacher's manual for tests.)

MEDIA PACKAGES:

EVERYDAY ECONOMICS - Level VI. Wass, Hogan, et al; Noble and Noble; 1967. (Transparencies and duplicating masters.)

CAREER KALEIDOSCOPE. January Productions; Multimedia Servicenter.

1. Law and Justice in the United States. New York Times.
2. Our Government in Action.
3. Buyer Be Wise.
4. Economics In Our World.

SUPPORT MATERIALS: WHERE AND WHY, Level VI. Maps and Globes; Nystrom.

K-12 SOCIAL STUDIES PROGRAM EVALUATION DESIGN

EVALUATION DESIGN

The evaluation of the K-12 Social Studies Program will consist of five elements: implementation evaluation, inservice evaluation, teacher inventory, goal based assessment, and standardized testing results.

1. Implementation Evaluation

   The implementation evaluation will be conducted in September and October, 1977. The evaluation will be designed to determine if the program materials arrive on time and are distributed to buildings in sufficient quantities to implement the Social Studies program.

2. Inservice Evaluation

   The evaluation of Social Studies inservice will be accomplished on a continuing basis. As each inservice session is planned, an evaluation instrument will be developed to measure the objectives to be covered in the session.

3. Teacher Inventory

   A teacher inventory will be developed to identify strengths and weaknesses of the Social Studies program. The instrument will also include items related to program goals and objectives, inservice needs, and adopted materials. The instruments will be developed during January and February, 1978, and administered to randomly selected teachers. The sample will be stratified by grade level on the elementary level and by subject area on the secondary level. The inventories will be administered in March. Longitudinal data will be collected on an every-other-year basis after March, 1978.

4. Goal-Based Assessment

   Goal-based assessment instruments and/or procedures will be developed to assess student progress toward goals taught at the first, fourth, and eighth grade levels. The instruments and/or procedures will be developed by first, fourth, and eighth grade teachers for their respective grade levels. The following procedures will be followed in developing the goal-based assessments:

   a. Goal selection

      (1) Random

      (2) Priority

   b. Determine evaluative criteria

c. Select technique(s)

(1) Standardized instrument

(2) Observation of task performance

(3) Interview

d. Field test

e. Refine/revise

f. Select sample

g. Administer

h. Score/tabulate

i. Report results

The goal-based assessment will be developed during the fall of the 1978-79 school year and administered to the students the following spring. The goal-based assessment will be administered yearly beginning March, 1979.

5. Standardized Testing

Appropriate forms of the Stanford Achievement Test will be administered in October to the students in the fourth, sixth, and eighth grades. The Social Studies subtest results will be analyzed and reported annually using 1977 test results as baseline data for the longitudinal data.

K-12 SOCIAL STUDIES EVALUATION MATRIX

1977-78	1978-79	1979-80	1980-81	1981-82
Implementation Evaluation (Sep - Oct) Inservice Evaluation (ongoing) Teacher Inventory (Jan - Mar)	Goal-Based* Assessment (Oct - Mar)	Goal-Based Assessment (Mar) Teacher Inventory (Feb)	Goal-Based Assessment (Mar)	Goal-Based Assessment (Mar) Teacher Inventory (Feb)

*First, fourth, and eighth grades.

READABILITY AND AFFIRMATIVE ACTION ASSURANCES

These materials have been carefully checked and rechecked to be certain that they have met the criteria for District textbook adoption. In addition, these materials have been determined to be the best available to assist teachers and learners in meeting the goals and objectives of the Social Studies program established by Board Action, December 8, 1976.

The Social Studies Committee, its Task Forces and subcommittees have checked the readability of each book. In addition the readability of each book has been assessed by an outside source, The Social Studies Education Consortium at the University of Colorado in Boulder, Colorado. The Holt, Rinehart and Houghton Mifflin Company have checked the readability of materials. Three different instrument have been used in this readability check: the Spache (primary) or the Dolch (for intermediate grades and above), the SMOG, and the Frye readability assessments. The funding of these analyses vary only slightly and in each case the material has been found to be readable at the grade level for which it is intended.

The materials have been examined for sex and racial bias and for the potential of controversial content. In all cases the material has met the criteria applied. The criteria is on file in the Program Development Office.

This Guide has been reviewed and recommended by the following bodies:

The Development Committee	Date
The Superintendent's Cabinet	Date